DOCUMENT RESUME

ED 416 795 HE 031 044

AUTHOR	Milton, Tom
TITLE	International Program for Undergraduate Business Majors.
INSTITUTION	Mercy Coll., Dobbs Ferry, NY.
SPONS AGENCY	Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE	1994-07-31
NOTE	97p.
CONTRACT	P116B1-0686
PUB TYPE	Guides - Classroom - Teacher (052) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Business Administration Education; College Second Language Programs; Curriculum Development; *Degree Requirements; Exchange Programs; Global Approach; Higher Education; Intercultural Communication; *Interdisciplinary Approach; *International Studies; *International Trade; Internship Programs; Majors (Students); Program Descriptions; Program Development; *Undergraduate Study
IDENTIFIERS	*Mercy College NY

ABSTRACT

This report describes a project to create an interdisciplinary specialization in international business for undergraduate business majors and to internationalize the existing business program at Mercy College (New York). Objectives were to help students acquire a working knowledge of the international dimension of business, appreciate intercultural issues, achieve foreign language proficiency, develop skills for handling international business situations, and function effectively in a global economy. The six program components included: an interdisciplinary specialization in international business, including a capstone course requiring independent work; a certificate in international business; requirement of new international courses for all business majors; international student and faculty exchanges; international internships; and a continuing series of public seminars on international business topics. To date, the program has graduated 24 students specializing in international business, with a much larger number currently enrolled, and over 200 taking international business courses. Many of the graduates gained employment with multinational businesses. Evidence suggests the program is attracting students who are not otherwise adequately challenged, and who perform at a level above the average of business majors. Substantial appended materials include the six course syllabi and support documents for a long-term evaluation program. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

HE

International Program for Undergraduate Business Majors

ED 416 795

Grantee Organization:

Mercy College
555 Broadway
Dobbs Ferry, NY 10522

Grant Number:

P116B1-0686

Project Dates

Starting Date: August 1, 1991
Ending Date: July 31, 1994
Number of Months: 36

Project Director:

Tom Milton
Department of Business Administration
and Economics
555 Broadway
Dobbs Ferry, NY 10522
Telephone: (914) 674-4785

FIPSE Program Officer:

Eulalia B. Cobb

Grand Award:

Year 1	$35,727
Year 2	39,804
Year 3	32,550
Total	$108,079

IR=031044

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

MERCY COLLEGE
International Program for Undergraduate Business Majors

The project created an interdisciplinary specialization in International Business for undergraduate business majors and internationalized the existing business program by requiring new international courses for all business majors. Other components of this program are international student exchanges, international internships, and public seminars on international business topics, in particular a continuing series on "Doing Business in Latin America." The immediate results of this project are that students have a working knowledge of the international dimension of business and a better understanding of cultural differences. Baseline data have been established for evaluation of long-term results.

Tom Milton, Project Director
Department of Business Administration
and Economics
555 Broadway
Dobbs Ferry, NY 10522
Telephone: (914) 674-4785

Syllabi for the eight courses created by the project (International Business, International Relations, International Trade, International Marketing, International Marketing, International Finance, and International Cultural Dynamics) are available upon request. Also available are materials generated by the public seminars.

EXECUTIVE SUMMARY

Project Title: International Program for Undergraduate Business Majors

Grantee Organization:

Mercy College
555 Broadway
Dobbs Ferry, NY 10522

Project Director:

Tom Milton
Department of Business Administration
and Economics
555 Broadway
Dobbs Ferry, NY 10522
Telephone: (914) 674-4785

Project Overview: The project created an interdisciplinary specialization in International Business for undergraduate business majors and internationalized the existing business program by requiring new international courses for all business majors. Other components of this program are international student exchanges, international internships, and public seminars on international business topics.

The short-term objectives of the project were to help our students acquire a working knowledge of the international dimension of business, develop a functional understanding of the intercultural issues in business, achieve proficiency in a foreign language, and develop an ability to deal with the types of situation they will confront in a changing world. The long-term objective was to help our students develop an international perspective and intercultural competency so that they can function effectively in the global economy.

Our evaluation of the project indicates that we are achieving our short-term objectives, and we have established baseline data for evaluation of the project with respect to our long-term objective.

Purpose: The problem addressed by our project was the need of undergraduate business programs to respond to the trend of globalization. Like other business programs, ours had not changed much for twenty years, and our business courses were still being taught as if we still had a closed economy.

Our primary purpose therefore was to internationalize our business program. Our secondary purposes were to bridge the gap between business and the liberal arts, and to help students make effective use of their electives.

Background and Origins: Mercy College serves the northern area of the New York metropolitan region. Our main campus is located in Dobbs Ferry, NY, about thirty-five minutes by train from mid-town Manhattan, and we have branches or extension centers in the urbanized areas of Westchester County, the Bronx, Manhattan, Brooklyn, and Queens. We are a non-resident college, and most of our students are non-traditional in the sense that they are concentrated in the age bracket from 25 to 40. We have a very high degree of cultural, racial, and ethic diversity. An unusually large percentage of our students were born in foreign countries. Within this very diverse population of 6,000 students, one of six is a business major (not including accounting majors). We therefore had enormous opportunities for internationalizing our business program.

Project Description: Our basic approach was to combine some strategies of other colleges along with some new strategies in a comprehensive program, in which the components would interact and produce synergies. The six components of our program were (1) an interdisciplinary specialization in international business, (2) a certificate in international business, (3) internationalization of the existing business curriculum, (4) international student and faculty exchanges, (5) international internships, and (6) a continuing series of public seminars on international business topics. The leading edge of our implementation strategy was the creation of the interdisciplinary specialization. This program has six international courses, including a capstone course that requires independent work. The courses created for this program were then used to internationalize the existing business curriculum by requiring at least two of them for all business majors, one at the foundation level and another at the specialization level.

Evaluation/Project Results: Since the inception of the program, we have graduated twenty-four students who specialized in International Business and more than two hundred students who took international business courses. Many of these graduates have jobs with multinational corporations in our region. At the present time, we have seventy-one students specializing in International Business and about two hundred sixty students taking international

business courses on three campuses. We have found that the program attracts students who are not otherwise being challenged or stimulated as much as they would like, and that they perform at a level above the average level of business majors. One requirement that sets them apart from other business majors is that they must do independent work for the capstone course, which consists of selecting a foreign country, assessing its potential for business, and preparing a business plan for the introduction of a product or service into that country. The results have been more than gratifying, and a few of the students who have already graduated from the program have even pursued their capstone projects to the point of starting their own businesses.

Summary and Conclusions: Seven years ago we realized that our undergraduate business program was not responding to the trend of globalization. We spent more than a year surveying other institutions to find out how they were responding to the problem. We analyzed our findings and designed a project that combined some strategies from other colleges with some new strategies in a comprehensive program. At the time, our college lacked the necessary financial resources to pursue the project, so we applied for a FIPSE grant and received one. The grant not only provided funding that would not otherwise have been available, it also helped to solidify the department's commitment to the project--no doubt, others have had the experience of suddenly finding acceptance for a project because of the legitimacy conferred on it by the award of a grant. And now after three years of funding from FIPSE, we have a thriving international business program which has already been used as a model for other initiatives at the college.

MERCY COLLEGE

International Program for Undergraduate Business Majors

Project Overview: The project started with a recognition that our existing business curriculum had not adapted to the globalization of the U.S. economy. After doing an extensive survey of other colleges, we found that none of them offered an international program for undergraduate business majors that would serve as a model for us, so we decided to create our own model. Our basic approach was to combine some strategies from other colleges with some new strategies in a comprehensive program, in which the components would interact and produce synergies.

We began implementing our project in the academic year 1991-92 with the creation of a new interdisciplinary specialization in International Business. By the fall of 1992 we offered this specialization at one of our branch campuses. During that academic year we carried out a plan to internationalize our existing business program, and by the fall of 1993 we offered the revised business curriculum at all of our campuses, while introducing the specialization in International Business to our main campus. During that academic year we developed faculty and monitored the program, which by then had reached about three hundred of

our business majors. We also continued implementing the other components of the project: international student exchanges, international internships, and public seminars on international business topics.

Since the inception of the program, we have graduated twenty-four students who specialized in International Business and more than two hundred students who took international business courses. Many of these graduates have jobs with multinational corporations in our region. At the present time, we have seventy-one students specializing in International Business and about two hundred sixty students taking international business courses on three campuses.

Purpose: The problem addressed by our project was the need of undergraduate business programs to respond to the trend of globalization. Like other business programs, ours had not changed much for twenty years, and our business courses were being taught as if we still had a closed economy. The international dimension of business was usually mentioned at the end of textbooks, and most of our courses ran out of time before reaching that section. Under these conditions, our business students were not being prepared for the real world.

The problem has not changed since we began the project. If anything, it has become more urgent, since the rate of

globalization has accelerated. One thing we have learned from the project is that changing a curriculum in response to such problems necessarily involves changing the habits and perspectives of faculty, which is not easy. In fact, the major obstacle to implementing the project was our shortage of full-time faculty with experience in international business. While a few who lacked such experience were willing to learn more about the international dimension of business, most were not very receptive to the idea. And since the philosophy of our department is that faculty should have real world experience in the subject they teach, we had to recruit new part-time faculty who did have such experience. On the whole, we did a good job in selecting faculty for the new courses, but we have systematically replaced the less effective teachers in order to keep raising the quality of our program. At the present time, we have a stable group of international faculty, including a Mexican, a Japanese, and an American who was born and raised in Argentina.

In the implementation of our secondary purpose, which was to bridge the gap between business and the liberal arts, we ran into the usual obstacle--the bounded perspectives of faculty in different disciplines. For example, our required specialization program includes a courses in International Relations, which is taught by faculty of the government department. Though the business department worked together

with this department in designing the course, the natural inclination of the government faculty was to teach the course solely from the perspective of their discipline, without making connections between the issues of international relations and the issues of business. As a result, business majors taking the course wondered what it had to do with business. By listening to them and probing their views through focus groups, we addressed the problem and made some corrections. At this point, in our third year of running the program we are still making corrections, but the feedback from our students indicates that we have come a long way from the first time we offered the course.

Like other colleges, we have succeeded in bridging gaps between the academic disciplines only to the extent that we have gained the commitment of faculty to this objective. Some faculty are more inclined than others to think across disciplines, and if they are not so inclined, then creating an interdisciplinary program will not solve the problem. But it will at least open channels of communication between the disciplines that would not otherwise exist, so it is a useful step in the process. What happens next depends on the leadership of the project director and the motivation of individual faculty.

Background and Origins: Mercy College serves the northern area of the New York metropolitan region. Our main campus

is located at Dobbs Ferry, about thirty-five minutes by train from mid-town Manhattan. We have two branch campuses in Westchester County (Yorktown and White Plains) and a branch campus in the Bronx. We also have four extension centers in Westchester County (Mt. Vernon, Yonkers, South Yonkers, and Portchester), three in Manhattan, one in Brooklyn, and one in Queens. With the exception of our Yorktown campus, our locations are designed to serve urban populations. Typically, our students are the first generation of their families to attend college, and most of them are from low to middle income families. About 85 percent of them receive some form of financial aid, and most of them work full time while pursuing their education. Most of our students are non-traditional, with 65 percent of them over the age of twenty-five. More than half of them are minorities, and almost 20 percent of them were born in foreign countries (at last count, 79 different countries). Almost 18 percent of them are enrolled in bilingual and/or ESL programs.

Within this very diverse population of 6,000 students, one out of six is a business major (not including accounting majors). For these students we traditionally offered a B.S. in Business Administration, with specializations in Finance, Management, and Marketing. Our requirements were virtually the same as those of other business programs across the nation. One reason for our conformity is the fact that a

large percentage of our business majors transfer to Mercy from other colleges, including community colleges, so our programs must articulate with the programs of the colleges from which so many of our students transfer. Despite this constraint there was still room for innovation in our programs above the level of business fundamentals (e.g., accounting, business law, economics, computers, and so on). Consequently, our reforms were targeted at the upper level of our business curriculum. At the same time, we worked with two of the community colleges that are major sources of transfer students in order to help them internationalize their programs, thereby opening up possibilities for reform at the lower level of our business curriculum.

An organizational problem we faced was the multicampus configuration of Mercy College, which complicated the logistics of implementation. Our basic strategy to overcome this problem was a phased implementation in which we introduced our new specialization program at a branch campus (White Plains) that we believed would be particularly receptive. This strategy helped us to build support for the program, which caught on immediately at the branch campus. The phasing strategy also gave us time to recruit and develop faculty for the new international business courses. By the time we introduced the program to the main campus, we had a corps of faculty who had already been tried at the branch campus.

Project Description: As mentioned above, our basic approach was to combine some strategies of other colleges along with some new strategies in a comprehensive program, in which the components would interact and produce synergies. The six components of our program were (1) an interdisciplinary specialization in international business, (2) a certificate in international business, (3) internationalization of the existing business curriculum, (4) international student and faculty exchanges, (5) international internships, and (6) a continuing series of public seminars on international business topics.

From our surveys of other institutions we concluded that an *interdisciplinary specialization in international business* was a necessary component. For faculty and administrators of the program, it would provide a focus, promote objectives, generate experience, and produce instructional materials, all of which would be useful in the task of internationalizing the business curriculum. For students, it would provide an opportunity to pursue the international dimension of business beyond what they would get in other programs. The specialization program we created has six international courses, including a capstone course that requires independent work (see Appendix A for course descriptions and syllabi).

When we designed the project, we believed that a *certificate program* consisting of the six specialization

courses would enable students who had completed degrees in business before international courses were being offered to update their learning. This strategy, however, was deferred because of the college's review of its policy on certificate programs. We still believe that such a program would make sense, and now that we have the rest of our project in operation we intend to have another look at this strategy. Meanwhile, an increasing number of non-matriculated students are enrolling in our international courses, which provides some evidence of demand for a certificate program.

Our initial approach to *internationalize the existing business curriculum* was to start at the upper level courses and review content for the purpose of introducing more of the international dimension to finance, management, and marketing courses. We found a major obstacle to this approach in the shortage of faculty experience in international business, as mentioned earlier, so we changed approaches. We made the courses we had created for the international specialization (i.e., International Finance, International Management, and International Marketing) part of the curriculum for the other specializations. With this approach a student who specializes in finance takes the course in International Finance, and so on. At the same time, we made the course we had created as a foundation for the international specialization (i.e., International Business) part of the business foundation. With this

approach all business majors are required to take the course in International Business. So all business majors will take international courses, which are taught by faculty who have real world experience in the subjects.

Our strategy for developing *international student and faculty student exchanges* was to concentrate on the several countries of Latin America, where many of our students or their families were from: namely, Colombia, Ecuador, Peru, and the Dominican Republic. Over the three years of our project we visited these countries and developed relationships with universities. We signed agreements with eight of these universities to promote exchange and work together on projects. Of course, we realized that such agreements would not produce immediate benefits, but at this point we are more than satisfied with the results. We have already exchanged three students under the agreements, and one of our faculty has given seminars at a university in the Dominican Republic. We expect to pursue these relationships further, and at this point we are exploring the possibilities of distance learning as a vehicle for offering our courses to students in Latin America, using technology which we have developed for other purposes.

Developing *international internships* takes time, and because most of our students have full-time jobs our strategy for this component was to find positions in our region at companies doing international business, instead of

seeking positions overseas. At this task we have worked together with our department for cooperative education, which already has identified and filled several positions with students in our program. We are now expanding our network of contacts among businesses in our region who do international business, so that we can place more students.

The *public seminars* were designed as a vehicle for integrating the different components of the program. Because of our large Hispanic population, we decided to focus on Latin America, and created a series of seminars on the subject of "Doing Business in Latin America." The seminars provided a focus of activity for the relationships that we were developing through our trips to Colombia, Ecuador, Peru, and the Dominican Republic. They gave us something to do together, while working toward the goal of faculty and student exchanges. They engaged the interest of our students, many of whom are Spanish speaking. They enabled us to share the benefits of our grant with the business community in our region. At the same time, they helped to promote our international program and gain outside sponsorship for it.

Evaluation/Project Results: We are evaluating the project at two levels. At one level, we review the outcomes of the individual components of the program. At another level, we review the outcomes of the whole program. At both levels,

we are concerned with immediate outcomes and long-term outcomes.

In evaluating the interdisciplinary specialization in international business, we use a variety of methods including classroom participation, case studies, projects, and examinations. Of course, we are using some basic measures, such as graduation rates and grade averages. What we have found so far is that students who are not otherwise being challenged or stimulated as much as they would like are attracted to the specialization, and that they perform at a level above that of the average business major. In some cases their grades were already high, whereas in other cases their grades improved after entering the program. One requirement that sets them apart from other business majors is that they must do independent work for the capstone course, which consists of selecting a foreign country, assessing its potential for business, and preparing a business plan for the introduction of a product or service to that country (see attached syllabus). At Mercy, this type of requirement was previously limited to honors students, and it stretches the students to perform work that is comparable to what they would do at the MBA level. The results have been more than gratifying, and a few of the students who have graduated from the program have even pursued their capstone projects to the point of starting their own businesses.

For the internationalization of the existing business curriculum, we use similar methods of evaluation. For example, our requirement that all business majors take the course in International Business has raised the level of expectations with respect to learning and has given us an opportunity to integrate the disciplines of business (management, marketing, finance) in a course that moves along the leading edge of real world business. Again, the immediate outcomes as measured by classroom participation, case studies, projects, and examinations are more than gratifying. Student evaluations of the course, which we monitor regularly, are very positive.

With respect to international student exchanges, we have so far only small numbers of students that have come from other countries directly as a result of our relations with universities in Latin America, but we expect this number to grow over time. A major obstacle, of course, is the generally low income level of people in those countries, which makes even our low tuition seem high. But we are taking a long view, and as incomes rise in Latin America this obstacle will be diminished. In the meantime, our program is becoming a magnet for our international students from all countries (including a sizable representation from our nationally ranked soccer team). By next fall, Mercy will have a dormitory on the campus, which is targeted at international students, and we expect our program to play an

important role in the residential experience of these students. The timing is indeed perfect.

Overall, we are evaluating the impact of the program on business majors in general and students specializing in international business in particular. At this level we are interested in long-term outcomes, and in order to perform a before-after analysis we have established baseline data by using survey instruments to measure perceptions, values, and career development (see Appendix B). We will continue these evaluation activities over the long run.

The project is completed in the sense that we have by now implemented our main strategies for achieving its objectives. We have seen results, but in another sense the project will never be completed, since we will continue to monitor the program and to adapt it to meet the changing needs of our students. Our immediate tasks are to continue getting feedback from our students, developing our faculty, and improving the quality of the program.

Summary and Conclusions: Seven years ago we realized that our undergraduate business program was not responding to the trend of globalization. We spent more than a year surveying other institutions to find out how they were responding to the problem. We analyzed our findings and designed a project that combined some strategies from other colleges with some new strategies in a comprehensive program. At the

time, our college lacked the necessary financial resources to pursue the project, so we applied for a FIPSE grant and received one. The grant not only provided funding that would not otherwise have been available, it also helped to solidify the department's commitment to the project--no doubt, others have had the experience of suddenly finding acceptance for a project because of the legitimacy conferred on it by the award of a grant. And now after three years of funding from FIPSE, we have a thriving international business program which has already been used as a model for other initiatives at the college.

Perhaps our major insight gained as a result of this grant is that change is possible even where traditions are deeply entrenched, and once the initial resistance is overcome then other changes become less difficult to bring about. The hardest part of all is overcoming the initial resistance, and here the award of a grant for a project can be decisive. The rest is not easy, but it is certainly less difficult after that.

For those who are interested in our project, we strongly recommend that you make sure you have access to the necessary faculty resources (i.e., faculty who have real world international experience) before embarking. Because the globalization of business has occurred so recently, you are likely to have a shortage of international experience among your existing faculty, and such experience cannot be provided by a few workshops.

APPENDIX A

COURSE SYLLABI

INSTRUCTOR SYLLABUS

MERCY COLLEGE

DEPARTMENT OF BUSINESS ADMINISTRATION

IB 330 (EC 330) INTERNATIONAL BUSINESS

I. COURSE DESCRIPTION: An introduction to international business. Topics include the international environment, international trade, foreign direct investment, foreign exchange, regional economic integration, the role of the multinational corporation, and business strategies. Prepares students for a changing world.

II. COURSE OBJECTIVE: The objective of this course is to enable students to understand the reasons for international business; to learn the basic methods of doing international business through exporting, importing, and foreign direct investment; and to identify the appropriate corporate policies for operating internationally. Upon completing the course, students should have a working knowledge of how international business is conducted in the real world.

III. ENABLING ACTIVITIES: The instructor should use a combination of methods, including lectures, class discussion, and case studies. The emphasis should be on case studies, which students should prepare in writing and then discuss in class. Ideally, a case should be assigned for each topic, but at least eight cases should be assigned for written preparation and class discussion. A special project may also be assigned.

IV. OUTCOMES ASSESSMENT: Students should be evaluated mainly on their written preparations of case studies and their contributions to class discussion. A mid-term examination is optional, but a final examination is required. Examinations should require written responses and should not include any true or false or multiple choice questions. An examination may consist of a case study, which students should read and prepare in class. In all methods of assessment, students should be evaluated on their ability to demonstrate an understanding of concepts and apply this knowledge to real world situations.

It is recommended that for grading purposes the methods of assessment should be weighted heavily in favor of written and oral demonstrations related to the case studies (e.g.,

written preparation of cases 60%, class discussion 20%, examination 20%).

V. COURSE CONTENT: The course should include the following components:

1. THE INTERNATIONAL ENVIRONMENT. This component introduces students to the international environment. It establishes the significance of international trade and investment. It examines the different conditions that businesses face outside of their home country--economic, political, legal, and cultural. Upon completing this component, students should have an appreciation of the opportunities and challenges of international business.

2. THEORIES AND INSTITUTIONS. This component presents the theories and institutions of international trade and investment. It shows how nations benefit from trade. It explains why nations adopt protectionist measures. It shows how investment usually follows trade. It explains why businesses invest in foreign countries. It examines the trend toward regional economic integration. Upon completing this component, students should understand the reasons for international trade and investment.

3. FOREIGN EXCHANGE AND THE BALANCE OF PAYMENTS. This component introduces students to the foreign exchange markets and the international monetary system. It shows how foreign exchange rates are determined and how businesses are affected by changes in these rates. It shows how international trade and investment are reflected in the balance of payments. Upon completing this component, students should have a basic understanding of foreign exchange and the balance of payments.

4. INTERNATIONAL CONFLICTS. This component discusses the international conflicts that arise from international trade and investment. It examines the role of multinational corporations: their conflicting objectives, their economic impact on home and host countries, and the criticisms of their activities. It shows how nations and multinationals settle disputes and negotiate agreements. Upon completing this component, students should have a basic understanding of how such conflicts are resolved or not resolved among nations.

5. CORPORATE POLICY AND STRATEGY. This component presents the policy issues that confront international businesses. It examines global sourcing, production, and export strategies. It shows how businesses use different

modes of entry into foreign markets and how they evaluate countries for investment. Upon completing this component, students should have a working knowledge of corporate policy in international business.

VI. TEXTBOOK: Daniels, John D., and Lee H. Radebaugh. International Business, 6th edition. Reading, MA: Addison-Wesley, 1991.

VII. BIBLIOGRAPHY:

Appleyard, Dennis R., and Alfred J. Field. International Economics. Homewood, IL: Irwin, 1992.

Ball, Donald A., and W.H. McCulloch. International Business, 5th edition. New York: Irwin, 1993.

Carbaugh, Robert J. International Economics, 4th edition. Belmont, CA: Wadsworth, 1992.

Chacholiades, Militiades. International Economics. New York: McGraw-Hill, 1990.

Czinkota, Michael R., Ilka A. Ronkainen, and Michael H. Moffett. International Business, 3rd edition. Orlando, FL: Dryden Press, 1994.

Ethier, Wilfred. Modern International Economics. New York: Norton, 1983.

Dornbusch, Rudiger. Open Economy Macroeconomics. New York: Basic Books, 1980.

Grosse, Robert, and Duane Kujawa. International Business, 2nd edition. Homewood, IL: Irwin, 1992.

Hufbauer, Gary, Diane Berliner and Kimberly Elliot. Trade Protection in the United States: 31 Case Studies. Washington, D.C.: Institute for International Economics, 1986.

Husted, Steven, and Michael Melvin. International Economics, 2nd edition. New York: HarperCollins, 1993.

Jones, Ronald W., and Peter B. Kenen, eds. Handbook of International Economics. Amsterdam: North-Holland, 1985.

King, Philip, ed. International Economics and International Economic Policy. New York: McGraw-Hill, 1990.

Kreinin, Mordechai E. International Economics. Orlando, FL: Harcourt Brace Jovanovich, 1991.

Krugman, Paul R., and Maurice Obstfeld. International Economics, 2nd edition. New York: HarperCollins, 1991.

Lindert, Peter. International Economics, 9th edition. Homewood, IL: Irwin, 1991.

Markusen, James and James Melvin. The Theory of International Trade. New York: Harper & Row, 1988.

Punnett, B.J., and D.A. Ricks. International Business. Boston: PWS-Kent, 1992.

Root, Franklin R. International Trade and Investment, 7th edition. Cincinnati: Southwestern, 1994.

Sachs, Jeffrey D., and Felipe Larrain. Macroeconomics in the Global Economy. Englewood Cliffs, NJ: Prentice Hall, 1993.

Taoka, George M., and Don R. Beeman. International Business. New York: HarperCollins, 1991.

INSTRUCTOR SYLLABUS

MERCY COLLEGE

DEPARTMENT OF BUSINESS ADMINISTRATION

IB 370 (GV 370) INTERNATIONAL RELATIONS

I. COURSE DESCRIPTION: The international system. Topics include historical background, East-West and North-South conflicts, international organizations, economic power, environmental issues, nongovernmental organizations, international law and diplomacy, negotiation, war, military power, disarmament, regionalism and integration, and ideology. Case studies are used to illuminate problems.

II. COURSE OBJECTIVES: The objectives of this course are to introduce students to the basic problems of the international system; to challenge students to examine international events with a more critical eye; to sharpen their research skills, their historical knowledge, and their argumentation ability. Upon completing the course, students should understand how international problems arise, how they are actually dealt with, and how they affect international business.

III. ENABLING ACTIVITIES: The instructor should use a combination of methods, including lectures, class discussion, and case studies. The emphasis should be on case studies, which students should prepare in writing and then discuss in class. Ideally, a case should be assigned for each topic, but at least eight cases should be assigned for written preparation and class discussion. A special project may also be assigned.

IV. OUTCOMES ASSESSMENT: Students should be evaluated mainly on their written preparations of case studies and their contributions to class discussion. A mid-term examination is optional, but a final examination is required. Examinations should require written responses and should not include any true or false questions or multiple choice. An examination may consist of a case study, which students should read and prepare in class. In all methods of assessment, students should be evaluated on their ability to demonstrate an understanding of concepts and apply this knowledge to real world situations.

It is recommended that for grading purposes the methods of assessment should be weighted heavily in favor of written

and oral demonstrations related to the case studies (e.g., written preparation of cases 60%, class discussion 20%, examination 20%).

V. COURSE CONTENT: The course should include the following components:

1. THE INTERNATIONAL SYSTEM. This component introduces students to the international system. It examines key concepts, such as the concept of the nation state and national interest. It then gives students approaches for studying international relations. Upon completing this component, students should have a good understanding of the international system.

2. CASE STUDIES. This component presents cases that involve students in analyzing and discussing selected problems in international relations. The subjects will include colonialism and imperialism; East-West and North-South conflicts; international organizations; economic actors; economic power and tools; nongovernmental organizations; international law and diplomacy; war; military power and perceptions; disarmament; regionalism and integration; and ideology. Upon completing the case studies, students should have a good understanding of some major issues of international relations and how these issues affect international business.

VI. TEXTBOOK: Papp, Daniel. Contemporary International Relations. New York: MacMillan, 1991.

VI. BIBLIOGRAPHY

Allison, G. Essence of Decision. Boston: Little, Brown, 1971.

Andrews, S. Agriculture and the Common Market. Ames, IA: Iowa State University Press, 1973.

Bailey, T. A Diplomatic History of the American People. Englewood Cliffs, NJ: Prentice Hall, 1980.

Blight, James. The Shattered Crystal Ball. Savage, MD: Rowman and Littlefield, 1990.

Bonnano, A., ed. Agrarian Policies and Agricultural Systems. Boulder, CO: Westview, 1990.

Cooper, A.F. et al. "Bound to Follow: Leadership and

Followership in the gulf Conflict." Political Science Quarterly, Fall 1991.

Dougherty, J., and R. Pfalzgraff. Contending Theories of International Relations. 3rd ed. New York: Harper and Row, 1990.

Georges-Picot, Jacques. The Real Suez Crisis. New York: Harcourt Brace, 1978.

Jervis, R. Perception and Misperception in International Politics. Princeton: Princeton University Press, 1976.

Joyner, C., ed. The Persian Gulf War. New York: Greenwood, 1990.

Kegley, C. Jr., ed. International Terrorism. New York: St Martin's Press, 1990.

Kissinger, Henry. The White House Years. Boston: Little, Brown, 1979.

Lipsey, R. Evaluating the Free Trade Deal. Toronto: C.D. Howe Institute, 1988.

Mandelbaum, P., ed. Acid Rain: Economic Assessment. New York: Plenum, 1985.

Mansbach, R., and J.A. Vasquez. In Search of Theory: A New Paradigm for Global Politics. New York: Columbia University Press, 1981.

Neustadt, R. Alliance Politics. New York: Columbia University Press, 1970.

Petras, J., and M. Morley. The United States and Chile. New York: Monthly Review Press, 1976.

Spero, J. The Politics of International Economic Relations. New York: St. Martin's Press, 1985.

Steger, D. A Concise Guide to the Canada-United States Free Trade Agreement. Toronto: Carswell, 1988.

Troen, S., and M. Shemesh, eds. The Suez-Sinai Crisis of 1956. London: F. Cass, 1960.

Tusa, A. The Nuremburg Trial. London: MacMillan, 1983.

Ulam, Adam. The Rivals. New York: Viking, 1971.

Vinson, J.C. The Parchment Peace. Athens, GA: University of Georgia Press, 1956.

Waltz, Kenneth. The Theory of International Politics. New York: Random House, 1978.

Waugh, W. Terrorism and Emergency Management. New York: M. Dekker, 1990.

Wilcher, M. The Politics of Acid Rain. Brookfield, VT: Cower, 1989.

INSTRUCTOR SYLLABUS

MERCY COLLEGE
DEPARTMENT OF BUSINESS ADMINISTRATION

IB 372(EC 372) INTERNATIONAL TRADE

I. COURSE DESCRIPTION: Theories and practices of international trade. Topics include the reasons for trade, government policy, trade agreements, export and import strategies, market selection, the mechanics of exporting and importing, and distribution. Emphasizes the practical aspects of trading with other nations.

II. COURSE OBJECTIVE: The objective of this course is for students to acquire a working knowledge of the theories and practices of international trade. Upon completing the course, students should be able to apply their knowledge to situations in the real world. In particular, they should be able to identify international trade opportunities, understand the obstacles, and develop appropriate strategies.

III. ENABLING ACTIVITIES: The instructor should use a combination of methods, including lectures, class discussion, and case studies. The emphasis should be on case studies, which students should prepare in writing and then discuss in class. Ideally, a case should be assigned for each topic, but at least eight cases should be assigned for written preparation and class discussion. A special project may also be assigned.

IV. OUTCOMES ASSESSMENT: Students should be evaluated mainly on their written preparations of case studies and their contributions to class discussion. A mid-term examination is optional, but a final examination is required. Examinations should require written responses and should not include any true or false questions or multiple choice. An examination may consist of a case study, which students should read and prepare in class. In all methods of assessment, students should be evaluated on their ability to demonstrate an understanding of concepts and apply this knowledge to real world situations.

It is recommended that for grading purposes the methods of assessment should be weighted heavily in favor of written and oral demonstrations related to the case studies (e.g.,

written preparation of cases 60%, class discussion 20%, examination 20%).

V. COURSE CONTENT: The course should include the following components:

1. THEORIES OF INTERNATIONAL TRADE. This component presents the theories of international trade. It examines the classical theory of absolute advantage and comparative advantage. It examines the factor proportions theory and competitive advantage. It examines some of the new theories, including the product life cycle theory and the scale economy theory. Upon completing this component, students should have a good understanding of the theories that explain the reasons for trade and the patterns of trade.

2. GOVERNMENT INTERVENTION. This component presents the reasons for government intervention in trade. It presents the arguments of economic development, job protection, national defense, and balance of payments. It compares the strategies of import substitution and export promotion. It explains why developing nations have recently rejected the model of a closed economy and moved toward the model of an open economy. It examines the current trend toward regional and global economic integration. Upon completing this component, students should understand why governments intervene in trade and how such interventions affect international business.

3. BUSINESS STRATEGIES. This component presents the business strategies for exporting and importing. It shows how businesses assess potential foreign markets for their products and potential foreign sources of products. It examines the policies of outsourcing and rationalized production. It explains how to develop export plans and import plans with appropriate strategies for achieving objectives. Upon completing this component, students should understand how businesses identity opportunities for exports or imports and how they develop strategies to take advantage of these opportunities.

4. MECHANICS OF TRADE. This component presents the mechanics of exporting and importing. It introduces the technical terms used in these activities. It explains the functions of freight forwarders and customs brokers. It examines methods of international transportation and distribution. It identifies sources of critical information and shows how to access them. Upon competing this component,

students should have a working knowledge of how to export and import.

IV. TEXTBOOK: Yoffie, David B. International Trade and Competition. New York: McGraw-Hill Publishing Co., 1990.

VI. BIBLIOGRAPHY:

Appleyard, Dennis R., and Alfred J. Field. International Economics. Homewood, IL: Irwin, 1992.

Ball, Donald A., and W.H. McCulloch. International Business, 5th edition. New York: Irwin, 1993.

Carbaugh, Robert J. International Economics, 4th edition. Belmont, CA: Wadsworth, 1992.

Cateora, Philip R. International Marketing, 7th edition. Homewood, IL.: Irwin, 1990.

Czinkota, Michael R. and Ilkka A. Ronkainen. International Marketing. 2nd ed. Chicago: The Dryden Press, 1987.

Czinkota, Michael R., Ilka A. Ronkainen, and Michael H. Moffett. International Business, 3rd edition. Orlando, FLA: Dryden Press, 1994.

Daniels, John D., and Lee H. Radebaugh. International Business. Reading, MA: Addison-Wesley Publishing Co., 1989.

Evans, John S. International Finance. Orlando, FL: Dryden Press, 1992.

Grosse, Robert, and Duane Kujawa. International Business, 2nd edition. Homewood, IL: Irwin, 1992.

Hodgetts, Richard M., and Fred Luthans. International Management. New York: McGraw-Hill, Inc., 1991.

Hufbauer, Gary, Diane Berliner and Kimberly Elliot. Trade Protection in the United States: 31 Case Studies. Washington, D.C.: Institute for International Economics, 1986.

Husted, Steven, and Michael Melvin. International Economics, 2nd edition. New York: HarperCollins, 1993.

Jain, Subhash C. International Marketing Management, 4th edition. Boston: PWS-Kent Publishing, 1993.

King, Philip, ed. International Economics and International Economic Policy. New York: McGraw-Hill, 1990.

Kreinin, Mordechai E. International Economics. Orlando, FL: Harcourt Brace Jovanovich, 1991.

Krugman, Paul R., and Maurice Obstfeld. International Economics, 2nd edition. New York: HarperCollins, 1991.

Lindert, Peter. International Economics, 9th edition. Homewood, IL: Irwin, 1991.

Madura, Jeff. International Financial Management. 3rd ed. St. Paul: West Publishing Co., 1992.

Markusen, James and James Melvin. The Theory of International Trade. New York: Harper & Row, 1988.

Melvin, Michael. International Money and Finance, 3rd edition. New York: HarperCollins Publishers, 1992.

Punnett, B.J., and D.A. Ricks. International Business. Boston: PWS-Kent, 1992.

Root, Franklin R. International Trade and Investment, 7th edition. Cincinnati: Southwestern, 1994.

Sachs, Jeffrey D., and Felipe Larrain. Macroeconomics in the Global Economy. Englewood Cliffs, NJ: Prentice Hall, 1993.

Taoka, George M., and Don R. Beeman. International Business. New York: HarperCollins, 1991.

Terpstra, Vern, and Ravi Sarathy. International Marketing, 6th edition. Orlando, FL: Dryden, 1994.

INSTRUCTOR SYLLABUS

MERCY COLLEGE
DEPARTMENT OF BUSINESS ADMINISTRATION

IB 375 (MK 375) INTERNATIONAL MARKETING
Prerequisites: MK 220

I. COURSE DESCRIPTION: The international dimensions of marketing. Topics include the environment of international marketing, international market research, product adaptation, pricing strategies, promotion, channels of distribution, and marketing organization. Focuses first on export marketing and then on multinational marketing.

II. COURSE OBJECTIVE: The objective of this course is to enable students to understand the international dimension of marketing and to apply this knowledge to real world situations. It builds on the concepts developed in the basic marketing course (MK 220), extending them to international business. Upon completing this course, students should have a working knowledge of how the concepts and techniques of marketing are used internationally.

III. ENABLING ACTIVITIES: The instructor should use a combination of methods, including lectures, class discussion, and case studies. The emphasis should be on case studies, which students should prepare in writing and then discuss in class. Ideally, a case should be assigned for each topic, but at least eight cases should be assigned for written preparation and class discussion. A special project may also be assigned.

IV. OUTCOMES ASSESSMENT: Students should be evaluated mainly on their written preparations of case studies and their contributions to class discussion. A mid-term examination is optional, but a final examination is required. Examinations should require written responses and should not include any true or false questions or multiple choice. An examination may consist of a case study, which students should read and prepare in class. In all methods of assessment, students should be evaluated on their ability to demonstrate an understanding of concepts and apply this knowledge to real world situations.

It is recommended that for grading purposes the methods of assessment should be weighted heavily in favor of written and oral demonstrations related to the case studies (e.g.,

written preparation of cases 60%, class discussion 20%, examination 20%).

V. COURSE CONTENT: The course should include the following components:

1. THE INTERNATIONAL ENVIRONMENT. This component presents the factors that differentiate international marketing from domestic marketing. It introduces students to the economic, political, legal, and cultural environments of international business. Upon completing this component, students should be able to identify the problems and opportunities in applying the concepts of marketing to foreign situations.

2. EXPORT MARKETING. This component applies the concepts of marketing to export business. It examines motives for exporting and follows the stages of export development. It begins with marketing research, then proceeds to product adaptation, export pricing strategies, promotion, and channels of distribution. Upon completing this component, students should be able to use the techniques of marketing in an export business.

3. MULTINATIONAL MARKETING. This component applies the concepts of marketing to multinational business. It examines the motives and modes of entry for direct investment in foreign countries. It begins with marketing research, then proceeds to product management, multinational pricing strategies, promotion, international logistics, and organization. Upon completing this component, students should be able to use the techniques of marketing in a multinational business.

4. SPECIAL TOPICS. This component examines two special areas: the international marketing of services, and marketing to foreign governments. Upon completing this component, students should be able to extend the concepts and techniques of marketing to a wide variety of contexts in the global market.

VI. TEXTBOOK: Czinkota, Michael R. and Ilkka A. Ronkainen, International Marketing, 2nd edition. Orlando, FL: Dryden, 1990.

VII. BIBLIOGRAPHY:

Borden, George A. Cultural Orientation: An Approach to Understanding Intercultural Communication. Englewood

Cliffs, NJ: Prentice Hall, 1991.

Cateora, Philip R. International Marketing, 7th edition. Homewood, IL.: Irwin, 1990.

Douglas, Susan P., and Samuel Craig. International Marketing Research. Englewood Cliffs, N.J.: Prentice-Hall, 1983.

Harris, Philip R., and Robert T. Moran. Managing Cultural Differences, 3rd edition. Houston: Gulf, 1991.

Hofstede, Geert. Cultures and Organiations. New York: McGraw-Hill, 1991.

Jackson, Tim. The Next Battleground: Japan, America, and the New European Market. Boston: Houghton Mifflin, 1993.

Jain, Subhash C. International Marketing Management, 4th edition. Boston: PWS-Kent Publishing, 1993.

Kashani, Kamran. Managing Global Marketing. Boston: PWS-Kent, 1992.

Keegan, Warren J. Global Marketing, 4th edition. Englewood Cliffs, NJ: Prentice-Hall, 1989.

Peebles, Dean M., and John K. Ryan, Jr. Management of International Advertising. Boston: Allyn and Bacon, 1984.

Samovar, Larry A., and Richard E. Porter. Intercultural communication, 7th edition. Belmont, CA: Wadsworth, 1994.

Terpstra, Vern. International Marketing, 4th edition. Hinsdale, IL: Dryden Press, 1987.

_____. International Dimensions of Marketing. Boston: PWS-Kent, 1988.

_____, and Kenneth David. The cultural environment of international business, 2nd edition. Cincinnati, OH: Southwestern, 1985.

_____, and Ravi Sarathy. International Marketing, 6th edition. Orlando, FL: Dryden, 1994.

Thorelli, Hans, and Helmut Becker, eds. International Marketing Strategy. New York: Pergamon Press, 1980.

Yoffie, David B. International Trade and Competition. McGraw-Hill, 1992.

INSTRUCTOR SYLLABUS

MERCY COLLEGE

DEPARTMENT OF BUSINESS ADMINISTRATION

IB 444 (MG 444) INTERNATIONAL MANAGEMENT
Prerequisites: MG 120

I. COURSE DESCRIPTION: The international dimensions of management. Topics include the environment of international management, strategic planning, managing political risk, organizing international operations, decision making, control, human resources management, communication, and motivation. Gives special treatment to the problems of intercultural management.

II. COURSE OBJECTIVES: The objectives of this course are to enable students to understand the international dimensions of management and to apply this knowledge to real world situations. It builds on the concepts developed in the basic management course (MG 120), extending them to international business. Upon completing this course, students should have a working knowledge of how the concepts and techniques of management are used internationally.

III. ENABLING ACTIVITIES: The instructor should use a combination of methods, including lectures, class discussion, and case studies. The emphasis should be on case studies, which students should prepare in writing and then discuss in class. Ideally, a case should be assigned for each topic, but at least eight cases should be assigned for written preparation and class discussion. A special project may also be assigned.

IV. OUTCOMES ASSESSMENT: Students should be evaluated mainly on their written preparations of case studies and their contributions to class discussion. A mid-term examination is optional, but a final examination is required. Examinations should require written responses and should not include any true or false questions or multiple choice. An examination may consist of a case study, which students should read and prepare in class. In all methods of assessment, students should be evaluated on their ability to demonstrate an understanding of concepts and apply this knowledge to real world situations.

It is recommended that for grading purposes the methods

of assessment should be weighted heavily in favor of written and oral demonstrations related to the case studies (e.g., written preparation of cases 60%, class discussion 20%, examination 20%).

V. COURSE CONTENT: The course should include the following components:

1. THE CULTURAL ENVIRONMENT. This component presents the factors that differentiate international management from domestic marketing. It examines the nature of culture and gives students a cultural model as a tool for adapting management techniques to different countries. Upon completing this component, students should be able to identify the problems and opportunities in applying management concepts to international business.

2. THE STRATEGIES AND FUNCTIONS OF INTERNATIONAL MANAGEMENT. This component discusses strategic planning in the international context. It discusses the nature and the management of political risk. It examines the process of international negotiations. It analyzes the basic structures of international organization, focusing on the characteristics of multinational corporations. It discusses decision making and control. Upon completing this component, students should be able to use basic management techniques in international business.

3. INTERNATIONAL HUMAN RESOURCES MANAGEMENT. This component discusses personnel selection: the sources of personnel, selection criteria for international assignments, selection procedures, and repatriation. It discusses training and organization development. It discusses the subject of labor relations in the international context, examining the different forms of industrial democracy in specific countries. Upon completing this component, students should be able to use human resource management techniques in international business.

4. BEHAVIORAL ASPECTS OF INTERNATIONAL MANAGEMENT. This component discusses communication in the international context: the process, the flows, the barriers, and achieving effectiveness. It analyzes motivation, using hierarchy-of-needs theory, two-factor theory of motivation, and achievement motivation theory. It examines the subject of leadership, comparing styles of leadership in different countries. Upon completing this component students should be able to apply communication, motivation, and leadership concepts to

international business.

VI. TEXTBOOK: Hodgetts, Richard M., and Fred Luthans. International Management. New York: McGraw-Hill, Inc., 1991.

VII. BIBLIOGRAPHY:

Adler, N.J. Interntional Divmensions of Organizational Behavior, 2nd edition. Boston: PWS-Kent, 1991.

Bartlett, Christopher A., and Sumantra Ghoshal. Transnational Management. Homewood, IL: Irwin, 1992.

Borden, George A. Cultural Orientation: An Approach to Understanding Intercultural Communication. Englewood Cliffs, NJ: Prentice Hall, 1991.

Business International. Making Alliances Work. London: Business International, 1990.

Davidson, William H. Global Strategic Planning. New York: John Wiley & Sons, 1982.

Dowling, Peter J., Randall s. Schuler, and Denice E. Welch. International Dimensions of Human Resource Management. Belmont, CA: Wadsworth, 1994.

Doz, Y. Strategic Management in Multinational Companies. London: Pergamon, 1986.

Harris, Philip R., and Robert T. Moran. Managing Cultural Differences, 3rd edition. Houston: Gulf Publishing, 1991.

Hofstede, Geert. Cultures and Organizations. New York: McGraw-Hill, Inc., 1991.

Jackson, S.E., ed. Human Resource Management Approaches for Effectively Managing Diversity. New York: Guilford, 1992.

Lane, Henry W., and Joseph J. DiStefano. International Management Behavior, 2nd edition. Boston: PWS-Kent, 1992.

Martin, Joanne. Cultures in Organizations. New York: Oxford University Press, 1992.

Phatak, Arvind V. International Dimensions of Management. Boston: PWS-Kent, 1989.

Punnett, Betty Jane. 1994. Experiencing International Business Management. Belmont, CA: Wadsworth.

Robock, S.H., and K. Simmonds. International Business Management and Multinational Enterprises, 4th edition. Homewood, IL: Irwin, 1989.

Ronen, S. Comparative and Multinational Management. New York: John Wiley, 1986.

Samovar, Larry A., and Richard E. Porter. Intercultural communication, 7th edition. Belmont, CA: Wadsworth, 1994.

Schaffer, Richard, Beverley Earle, and Filiberti Agusti. International Business Law and its Environment, 2nd edition. St. Paul, MN: West Publishing, 1993.

Schuler, R.S., and V.L. Huber. Personnel and Human Resource Management, 5th edition. St. Paul, MN: West Publishing, 1993.

Terpstra, Vern, and Kenneth David. The Cultural Environment of International Business, 3rd edition. Cincinnati: Southwestern Publishing, 1991.

Vernon, Raymond, and Louis T. Wells, Jr. The Manager in the International Economy, 6th edition. Englewood Cliffs, NJ: Prentice Hall, 1991.

INSTRUCTOR SYLLABUS

MERCY COLLEGE

DEPARTMENT OF BUSINESS ADMINISTRATION

IB 446 (FI 446) INTERNATIONAL FINANCE
Prerequisites: FI 320, FI 321

I. COURSE DESCRIPTION: The international dimensions of finance. topics include the environment of international finance, foreign exchange markets, exchange rate determination, managing foreign exchange exposure, financing international trade, international cash management, multinational capital budgeting, and long-term financing.

II. COURSE OBJECTIVE: The objective of this course is to enable students to understand the international dimensions of finance and to apply this knowledge to real world situations. It builds on the concepts developed in the basic finance courses (FI 320, FI 321), extending them to international business. Upon completing this course, students should have a working knowledge of how the concepts and techniques of finance are used internationally.

III. ENABLING ACTIVITIES: The instructor should use a combination of methods, including lectures, class discussion, and case studies. The emphasis should be on case studies, which students should prepare in writing and then discuss in class. Ideally, a case should be assigned for each topic, but at least eight cases should be assigned for written preparation and class discussion. A special project may also be assigned.

IV. OUTCOMES ASSESSMENT: Students should be evaluated mainly on their written preparations of case studies and their contributions to class discussion. A mid-term examination is optional, but a final examination is required. Examinations should require written responses and should not include any true or false questions or multiple choice. An examination may consist of a case study, which students should read and prepare in class. In all methods of assessment, students should be evaluated on their ability to demonstrate an understanding of concepts and apply this knowledge to real world situations.

It is recommended that for grading purposes the methods of assessment should be weighted heavily in favor of written

and oral demonstrations related to the case studies (e.g., written preparation of cases 60%, class discussion 20%, examination 20%).

V. COURSE CONTENT: The course should include the following components:

1. THE INTERNATIONAL FINANCIAL ENVIRONMENT. This component presents the factors that differentiate international finance from domestic finance. It gives an overview of multinational financial management. It examines the international flow of funds. It discusses international financial markets. It analyzes exchange rate determination. It looks at currency futures and options. Upon completing this component, students should be familiar with the international financial environment.

2. EXCHANGE RATE BEHAVIOR. This component analyzes exchange rate behavior. It discusses government influence on exchange rates. It discusses international arbitrage and interest rate parity. It examines the relationships between inflation, interest rates, and exchange rates. Upon completing this component, students should understand the factors that influence exchange rates.

3. EXCHANGE RISK MANAGEMENT. This component presents techniques for managing exchange risk. It discusses forecasting exchange rates. It examines ways of measuring exposure to exchange rate fluctuations. It examines ways of managing transaction exposure, economic exposure, and translation exposure. Upon completing this component, students should be able to use the techniques for managing exchange risk.

4. SHORT-TERM ASSET AND LIABILITY MANAGEMENT. This component presents techniques for managing short-term assets and liabilities. It discusses international trade financing and other types of short-term financing. It presents the techniques of international cash management. Upon completing this component, students should be able to use the techniques for managing short-term assets and liabilities in an international context.

5. LONG-TERM ASSET AND LIABILITY MANAGEMENT. This component presents techniques for managing long-term assets and liabilities. It discusses foreign direct investment, multinational capital budgeting, multinational capital structure, and cost of capital. It presents techniques for

country risk analysis. It examines ways of raising long-term capital. It analyzes tax considerations for strategic planning. Upon completing this component, students should be able to use the techniques for managing long-term assets and liabilities in an international context.

6. THE INTERNATIONAL BANKING ENVIRONMENT. This component presents the international banking environment. It discusses international banking, the international debt crisis, and bank assessment of country risk. Upon completing this component, students should have a working knowledge of the international banking system.

VI. TEXTBOOK: Madura, Jeff. International Financial Management. 3rd ed. St. Paul: West Publishing Co., 1992.

VII. BIBLIOGRAPHY:

Appleyard, Dennis R., and Alfred J. Field. International Economics. Homewood, IL: Irwin, 1992.

Campbell, Tim S., and William A. Kracaw. Financial Risk Management: Fixed Income and Foreign Exchange. New York: HarperCollins, 1993.

Carbaugh, Robert J. International Economics, 4th edition. Belmont, CA: Wadsworth, 1992.

De Grauwe, Paul. International Money. Oxford: Clarendon Press, 1990.

Dufey, Gunter, and Ian H. Giddy. Cases in International Finance, 2nd editiion. Reading, MA: Addison-Wesley, 1992.

Ethier, Wilfred. Modern International Economics. New York: W.W. Norton & Co., 1983.

Evans, John S. International Finance. Orlando, FL: Dryden Press, 1992.

Folks, William R., Jr., and Raj Aggarwal. International Dimensions of Financial Management. Boston: PWS-Kent Publishing Co., 1988.

Gay, Gerald D., and Robert W. Kolb. International Finance. Reston, VA: Reston Publishing Company, Inc., 1984.

Husted, Steven, and Michael Melvin. International Economics, 2nd edition. New York: HarperCollins, 1993.

Kester, W. Carl, and timothy A. Leuhrman. Case Problems in International Finance. New York: McGraw-Hill, 1993.

Krugman, Paul R., and Maurice Obstfeld. International Economics, 2nd edition. New York: HarperCollins, 1991.

Levi, Maurice D. International Finance, 2nd edition. New York: McGraw-Hill, 1990.

Lindert, Peter. International Economics, 9th edition. Homewood, IL: Irwin, 1991.

Melvin, Michael. International Money and Finance, 3rd edition. New York: HarperCollins Publishers, 1992.

O'Brien, Richard, and Tapan Datta, ed. International Economics and Financial Markets. New York: Oxford University Press, 1989.

_____ and Ingrid Iversen, ed. Finance and the International Economy. New York: Oxford University Press.

Poniachek, Harvey A. Cases in International Finance. New York: John Wiley & Sons, 1993.

Rodriguez, Rita M., and E. Eugene Carter. International Financial Management, 3rd edition. Englewood Cliffs, NJ: Prentice-Hall, 1984.

Sachs, Jeffrey D., and Felipe Larrain. Macroeconomics in the Global Economy. Englewood Cliffs, NJ: Prentice Hall, 1993.

Solnik, Bruno. International Investments, 2nd edition. Reading, MA: Addison-Wesley, 1991.

Stonehill, Arthur I., and David K. Eiteman. Finance: An International Perspective. Homewood, IL: Irwin, 1987.

INSTRUCTOR SYLLABUS

MERCY COLLEGE
DEPARTMENT OF BUSINESS ADMINISTRATION

IB 449 PROBLEMS IN INTERNATIONAL BUSINESS
Prerequisites: GV 370, EC 371, MK 446, MG 447, FI 448

I. COURSE DESCRIPTION: Capstone course for students specializing in international business. Uses case studies to examine problems faced by companies wanting to export or manufacture in foreign countries. Integrates marketing, management, and finance functions. Focuses on real world situations giving students experience at dealing with problems they are likely to encounter in their careers.

II. COURSE OBJECTIVE: The objective of this course is to enable students to integrate the material from their five other courses in international business and to apply this knowledge to real world situations. Upon completing this course, they should be able to identify opportunities for doing business in foreign countries and respond to such opportunities.

III. ENABLING ACTIVITIES: Students will individually prepare a case study in market assessment and business planning. They will select a country and a product/service to sell in that country either by exporting it there or by manufacturing it there. The case study should be from 15 to 20 typewritten pages in length and should have the following outline:

1. MARKET ASSESSMENT.

Geographic factors. Location: political relationships, trade relationships; topography; climate; natural resources.

Demographic factors. Total population; growth rate; age distribution; population density and distribution.

Economic factors. Dimensions of the economy: GNP, per capital GNP, economic growth rate, inflation, income distribution, disposable income, discretionary income, personal consumption, private investment, unit labor costs.

Financial factors. Foreign exchange rate fluctuation; currency controls; balance of payments; foreign debt; taxation; accounting practices.

Political factors. Ideology; government ownership of business; privatization; nationalism; government protection; government stability; traditional hostilities; country risk assessment.

Legal factors. Antitrust; tariffs and quotas; record of expropriation or confiscation; restrictions on foreign investment;product liability; price and wage controls; contract enforcement.

Cultural factors. Attitudes, beliefs, and values; religion; education; language; societal organization; and other factors that would create pressure to adapt product and/or adapt management style to country.

Labor factors. Labor mobility; labor shortages; composition of labor force; literacy; considerations in employment policies: social status, gender, race, traditional society, and minorities; labor laws; unions and industrial relations.

Competitive factors. Competition at the macro level (between countries); competition at the industry level; analysis of competition.

Distributive factors. Transportation; freight handling; channels of distribution: agents, distributors, and in-house sales force; wholesaling structures; retailing structures.

2. BUSINESS PLAN

Need for product. Evidence presented from market assessment: existing demand indicated by imports and/or local production, and potential demand indicated by secondary market research.

Objectives. Sales and profitability objectives.

Marketing strategies. Based on factors identified in market assessment. Target markets (demographic and economic factors). Product adaptation (geographic, demographic, cultural, economic, and legal factors); pricing (economic, legal, and competitive factors); promotion (cultural and competitive factors); and channel selection (political and distributive factors).

Facilities required. Based on factors identified in market assessment. Location of facilities (geographic, economic, political, legal, labor, and distributive factors). Description of facilities required: space, equipment, and personnel.

Organization. Based on factors identified in market assessment. Selection of geographic, product, function, or hybrid form of organization. Roles of key managers in home country and host country (cultural, political, and legal factors).

Personnel. Based on factors identified in market assessment. Selection procedures and training programs (demographic and cultural factors). Management techniques (cultural factors). Communication and motivation techniques (cultural factors).

Financing. Based on factors identified in market assessment. Use of local and international sources (political, legal, and financial factors). Policies to hedge foreign exchange exposure (economic and financial factors).

IV. OUTCOMES ASSESSMENT: Students will be evaluated on their written presentation of the case study. Important elements should be quality of research, organization, logic of analysis, power of conclusions, writing ability, and presentation.

V. SOURCES OF INFORMATION: Students should be advised to use a variety of sources of information. The recommended sources should include the following:

(1) U.S. Department of Commerce reports (by country):
Country Fact Sheet (geographic, demographic, economic, political);
Foreign Economic Trends (economic);
Overseas Business Report (economic, political, financial, and labor factors);
Country Marketing Plan (specific business opportunities, competitive, cultural, and distributive factors);
Top Imports/Exports (need for product, competitive factors);
Investment Climate Statement (political);

Special reports (various subjects).

It is recommended that students start with these Department of Commerce reports, which will be especially helpful. They are available through NEXIS in the Mercy library. Students should ask the reference librarian in Dobbs Ferry or White Plains to make a diskette of these sources for the selected country, which they can then print out. They should bring at least two 5 1/4" diskettes for this purpose.

(2) Books and periodicals in the Mercy library:
Encyclopedias (geographic factors).

Demographic Yearbook, a United Nations publication (demographic factors).

World Economic Survey, a United Nations publication (economic factors).

World Development Report, by World Bank (economic).

Country Economic Reports, by World Bank (economic).

The Political Handbook of World (political).

The Economist (economic and political). For any country students can think of, they can find an article in this magazine within the past six months. In some cases, the magazine might have done a special section on the selected country. They should check to see.

International Financial Statistics, by International Monetary Fund (economic and financial factors).

Cultures and Organizations, Geert Hofstede, McGraw-Hill Ltd.: New York, 1991 (cultural factors).

Business America, by U.S. Department of Commerce, a biweekly publication containing country reports, economic analysis, trade leads, and other information.

(3) Sources outside the library:
Doing Business in [country], Price Waterhouse, 1251 Avenue of Americas, New York, NY 10020, Tel: (212) 819-5000. Students should call for free book on selected country (economic, legal and tax factors).

VI. TEXTBOOKS:

Daniels, John D., and Lee H. Radebaugh. International Business. Reading, MA: Addison-Wesley Publishing Co., 1989.

Czinkota, Michael R. and Ilkka A. Ronkainen. International Marketing, 2nd edition. Orlando,FL: Dryden, 1990.

Hodgetts, Richard M., and Fred Luthans. International Management. New York: McGraw-Hill, Inc., 1991.

Madura, Jeff. International Financial Management, 3rd edition. St. Paul: West Publishing Co., 1992.

Papp, Daniel. Contemporary International Relations. New York: MacMillan, 1991.

VII. BIBLIOGRAPHY

Adler, N.J. Interntional Dimensions of Organizational Behavior, 2nd edition. Boston: PWS-Kent, 1991.

Ball, Donald A., and W.H. McCulloch. International Business, 5th edition. New York: Irwin, 1993.

Campbell, Tim S., and William A. Kracaw. Financial Risk Management: Fixed Income and Foreign Exchange. New York: HarperCollins, 1993.

Cateora, Philip R. International Marketing, 7th edition. Homewood, IL.: Irwin, 1990.

Dowling, Peter J., Randall s. Schuler, and Denice E. Welch. International Dimensions of Human Resource Management. Belmont, CA: Wadsworth, 1994.

Evans, John S. International Finance. Orlando, FL: Dryden Press, 1992.

Folks, William R., Jr., and Raj Aggarwal. International Dimensions of Financial Management. Boston: PWS-Kent Publishing Co., 1988.

Harris, Philip R., and Robert T. Moran. Managing Cultural Differences, 3rd edition. Houston: Gulf Publishing, 1991.

Husted, Steven, and Michael Melvin. International Economics, 2nd edition. New York: HarperCollins, 1993.

Jain, Subhash C. International Marketing Management, 4th edition. Boston: PWS-Kent Publishing, 1993.

Krugman, Paul R., and Maurice Obstfeld. International Economics, 2nd edition. New York: HarperCollins, 1991.

Lindert, Peter. International Economics, 9th edition. Homewood, IL: Irwin, 1991.

Melvin, Michael. International Money and Finance, 3rd edition. New York: HarperCollins Publishers, 1992.

Phatak, Arvind V. International Dimensions of Management. Boston: PWS-Kent, 1989.

Punnett, Betty Jane. 1994. Experiencing International Business Management. Belmont, CA: Wadsworth.

Root, Franklin R. International Trade and Investment, 7th edition. Cincinnati: Southwestern, 1994.

Terpstra, Vern, and Kenneth David. The Cultural Environment of International Business, 3rd edition. Cincinnati: Southwestern Publishing, 1991.

_____ and Ravi Sarathy. International Marketing, 6th edition. Orlando, FL: Dryden, 1994.

Vernon, Raymond, and Louis T. Wells, Jr. The Manager in the International Economy, 6th edition. Englewood Cliffs, NJ: Prentice Hall, 1991.

Yoffie, David B. International Trade and Competition. McGraw-Hill, 1992.

INSTRUCTOR SYLLABUS

MERCY COLLEGE

DEPARTMENT OF BUSINESS ADMINISTRATION

IB 350 (BS 350) INTERNATIONAL CULTURAL DYNAMICS

I. COURSE DESCRIPTION: The influence of national cultures on interpersonal relations. The course focuses on cultural differences that often cause problems between individuals and organizations from different nations. Through case studies representing five nations (Japan, France, Mexico, Iraq, and the United States), students learn how cultural values influence human behavior in social, political, and business contexts.

II. COURSE OBJECTIVES: The objectives of this course are to enable students to understand how cultural differences are reflected in the values, beliefs, attitudes, and behavior of individuals of different nations, and to apply this knowledge to real world situations that involve conflicts resulting from these differences. Upon completing this course, students should have a working knowledge of how cultural differences affect relations of individuals and organizations in the international environment.

III. ENABLING ACTIVITIES: The instructor should use a combination of methods, including lecture, class discussion, and case studies. The emphasis should be on case studies, which students should prepare in writing and then discuss in class. Ideally, a case should be assigned for each topic, but at least eight cases should be assigned for written preparation and class discussion. A special project may also be assigned.

IV. OUTCOMES ASSESSMENT: Students should be evaluated mainly on their written preparations of case studies and their contributions to class discussion. A mid-term examination is optional, but a final examination is required. Examinations should require written responses and should not include any true or false questions or multiple choice. An examination may consist of a case study, which students should read and prepare in class. In all methods of assessment, students should be evaluated on their ability to demonstrate an understanding of concepts and to apply this knowledge to real world situations.

It is recommended that for grading purposes the methods of assessment should be weighted heavily in favor of written and oral demonstrations related to the case studies (e.g., written preparation of cases 60%, class discussion 20%, examination 20%).

V. COURSE CONTENT: The course should include the following components:

1. WHAT IS CULTURE? This component defines the elements of culture. It reviews the process of acquiring a culture. It examines the effects of culture on values, beliefs, attitudes, and behavior. Upon completing this component, students should have a good understanding of the elements of culture and how they are formed.

2. MODELS OF CULTURE. This component presents some models of culture. It presents the Hofstede model in some detail, with the caveat that the model shows *central tendencies* not stereotypes. The model will used as a means of stimulating inquiry and discussion, not as "the truth." Upon completing this component, students should have a good working knowledge of the Hostede model and should also understand its limitations.

3. SELECTED COUNTRIES. This component examines in depth the cultures of four countries. The criteria for selecting the countries are that (1) the culture is considerably different from ours, (2) the country is one with which we have frequent interactions, and (3) each country is from a different region of the world. Based on these criteria, Japan, France, Mexico, and Iraq will be examined through works from different disciplines: e.g. literature, history, politics, sociology, religion, business. The Hofstede model will be applied to the works in order to interpret values, beliefs, attitudes, and behavior of people in that country. These will be compared with American values, beliefs, attitudes, and behavior as described by Hofstede (presumably an objective observer). In this way, students will not only learn about another culture, they will also learn about their own culture. Upon completing this component, students should understand some of the important differences among the four cultures.

4. CONCLUSION. This component will review the four cultures and American culture. It will address the question of cultural change and convergence. It will also assess the use of the Hofstede model to explain and predict behavior.

Upon completing this component, students should have a good understanding of international cultural dynamics and be able to apply this knowledge to real world situations.

VI. TEXTBOOK: Hofstede, Geert. Cultures and Organizations. New York: McGraw-Hill, Inc., 1991.

VII. BIBLIOGRAPHY:

Adler, N.J. International Dimensions of Organizational Behavior, 2nd edition. Boston: PWS-Kent, 1991.

Borden, George A. Cultural Orientation: An Approach to Understanding Intercultural Communication. Englewood Cliffs, NJ: Prentice Hall, 1991.

Dowling, Peter J., Randall s. Schuler, and Denice E. Welch. International Dimensions of Human Resource Management. Belmont, CA: Wadsworth, 1994.

Harris, Philip R., and Robert T. Moran. Managing Cultural Differences, 3rd edition. Houston: Gulf Publishing, 1991.

Jackson, S.E., ed. Human Resource Management Approaches for Effectively Managing Diversity. New York: Guilford, 1992.

Lane, Henry W., and Joseph J. DiStefano. International Management Behavior, 2nd edition. Boston: PWS-Kent, 1992.

Martin, Joanne. Cultures in Organizations. New York: Oxford University Press, 1992.

Punnett, Betty Jane. 1994. Experiencing International Business Management. Belmont, CA: Wadsworth.

Robock, S.H., and K. Simmonds. International Business Management and Multinational Enterprises, 4th edition. Homewood, IL: Irwin, 1989.

Ronen, S. Comparative and Multinational Management. New York: John Wiley, 1986.

Samovar, Larry A., and Richard E. Porter. Intercultural communication, 7th edition. Belmont, CA: Wadsworth, 1994.

Schuler, R.S., and V.L. Huber. Personnel and Human Resource Management, 5th edition. St. Paul, MN: West Publishing, 1993.

Terpstra, Vern, and Kenneth David. The Cultural Environment of International Business, 3rd edition. Cincinnati: Southwestern Publishing, 1991.

Vernon, Raymond, and Louis T. Wells, Jr. The Manager in the International Economy, 6th edition. Englewood Cliffs, NJ: Prentice Hall, 1991.

APPENDIX B

LONG-TERM EVALUATION PROGRAM

Executive Summary

Evaluation of
Mercy College International Business Program
supported in part by a grant from the
Fund for Postsecondary Education (FIPSE)

Prepared by: Darryl E. Bullock, Office for Planning and Institutional Research (Mercy College)

The purpose of this summary is to provide a summary description of the process, findings, and recommendations arising from a three year, Fund for the Improvement of Postsecondary Education (FIPSE) grant awarded to Mercy College to develop a program in international business. The long-term goal of the initiative is to help students develop a better international perspective and greater intercultural competency so that they could function more effectively in the global economy. To that end, the following short-term objectives were established: (1) to help our students acquire a working knowledge of the international dimensions of business; (2)to help our students develop a functional understanding of the intercultural issues in business; (3) achieve a proficiency in a foreign language, and; (4) develop an ability to deal with the types of situations they will confront in the global economy.

Study Methodology

A sample totalling 277 undergraduate business administration students enrolled at the college between academic years 1992-93 and 1993-94 were administered a series of survey instruments which included the Myers-Briggs Type Inventory (MBTI) ,and the Values Scales (VS) developed by the Work Importance Study (WIS). In addition, a program completers were asked to completed NCHEMS Comprehensive Alumni Assesment Survey (CAAS). Additional analyses of individual student academic histories (transcripts) were conducted. The profile of the study cohort is presented below as Table 1.

Table 1

Sample Description

Females	145	52.3 %
Males	132	47.7%
< 25 years of age	121	43.7
≥ 25 years of age	156	56.3
U.S. Citizen	194	70.0
Foreign Nationals	83	30.0
Started at Mercy	168	60.6
Transferred to Mercy	109	39.4
Communicate in second language *	101	36.5

* Defined as having taken courses in reading, writing, or oral communication in a language other than English.

The sample is representative in terms of the gender and age distribution within the business administration programs, although women comprise approximately 60 % of the college-wide population. The study group has a higher self-assessed second language facility than would be expected, even considering the significant gains in language instruction at the secondary level between 1982 and 1990 (Draper 1991, Brod and Lapointe 1989). The mean grade point average of the cohort was 2.894 compared with the departmental average of 2.790 and international students at 3.193.

Survey Instruments

Myers-Briggs Type Indicator (MBTI) is a widely utilized personality instrument based on Carl's Jung's ideas about perception and judgement, and the attitudes in which these are used in different types of people. "perception involves all the ways of becoming aware of things, people,happenings, or ideas. Judgement involves all the ways of coming to conclusions about what has been perceived. If people differ systematically in what they perceive and in how they reach conclusions, then it is only reasonable for them to differ correspondingly in their reactions, interests, values, motivations, and skills." (Myers & McCaulley 1993) There is an enormous and growing database of research about MBTI and higher education upon which to draw upon and make suggestions. The down side is its inherent Western-oriented value constructs which require closer examination, I believe, if one attempts to draw conclusions about Asian student cohorts, a population being served by the college in growing numbers. No significant differences emerged between the distribution of types in our research or that of other college and universities students and or business majors. [See attachments A & B].

The Values Scale (VS) was developed to measure a number of instrinsic and extrinsic values such as: Ability Utilization, Achievement, Advancement, Aesthetics, Altruism, Authority, Autonomy, Creativity, Economic Rewards, Life Style, Personal Development, Physical Activity, Prestiege, Risk,Social Interaction, Social Relations, Variety, Variety, Working Conditions, Cultural Identity, Physical Prowess, and Economic Security. The instrument borne of the Work Importance Study lead by Donald Super in England, has a wide and growing database within settings in Europe, North America, Australia, Asia, and Africa. We still need to explore its utility among Spanish-speaking nations and populations; another significant proportion of the college's enrollment. Our business students mirrored closely the finding of earlier research on university cohorts using the instrument.[Attachments C and D]

The **Comprehensive Alumni Assessment Survey** (CAAS), developed by the Center for Higher Education Management Systems (NCHEMS) is a twenty-eight item instrument used to obtain information about personal data, career/employment status, undergaduate experience with programs and services, intellectual development, community goals, personal development and enrichment, and community participation. Used to obtain some baseline data about previous program completers this is an area still rich with research possibilities. Clearly we have an obligation to follow-up and expand; exploring the relationship between MBTI, VS, and CAAS. [Attachment E]

Upon closer examination, the decision was made to defer the use of Reddin's **Culture Shock Inventory,** until we have a better sense of how many graduates will actually assume positions outside of their native cultures in potentially difficult areas. Findings from the Office of Research of the U.S. Department of Education (July 1994) report indicates that newly hired U.S. college graduates are not typically involved in international operation or accounts for several years after joing a firm. The report continues, " Employers in financial services prefer to recruit foreign nationals attending U.S. universities, training them in the business, and returning them to corporate divisions in their home countries." [Attachment F]

Survey Findings

The grant permitted the college to undertake one of the more ambitious program assessments in its history while providing preliminary benchmarks to chart student progress and success in the area of business administration. With increasing enrollment of students who are new to this country more extensive analysis of the current data will need to be conducted. Among the MBTI findings: [See Table 2]

* students placed in "IN" categories in higher proportions than is present among studies of business managers;
* students in "NTJ" types were the higher academic achievers, "ES" types performed at lower levels;
* students with concentrations in marketing showed higher extraversion and intution scores; management students tended toward introversion; finance students tended toward higher scores on the thinking scale; international students who made up a significant number of the international business enrollments showed higher perceiving scores; nothing characterizes those students who chose the general business track.
* There is some research (DeFiore & Kalsbeek, 1985) to suggest that the following "types" among business majors are at greater risk of dropping out: ISTJ, ISFP,ENFP, and ESFJ. While no two individuals or situations are the same, this presents a potentially valuable early warning tool. Analysis is now being conducted to check retention among these students.

Table 2

MBTI Profile
Mercy College Undergraduate Business Majors
(N=277)

Sensing Types		Intuitive Types	
With Thinking	With Feeling	With Feeling	With Thinking
ISTJ 29 10.46%	**ISFJ** 21 7.58%	**INFJ** 5 1.8%	**INTJ** 4 1.44
ISTP 14 5.05%	**ISFP** 14 5.05%	**INFP** 20 7.22%	**INTP** 2 0.72%
ESTP 9 3.25%	**ESFP** 21 7.58%	**ENFP** 45 16.25%	**ENTP** 19 6.86%
ESTJ 29 10.47%	**ESFJ** 24 8.66%	**ENFJ** 12 4.33%	**ENTJ** 9 3.25%

Additional analyses by: gender, grade point average, citizenship status, and academic specialization are available.

Like the Myers-Briggs Type Inventory, the Values Scale is very most effective in the one-on - one counseling of studentsas well as for research. Any follow-up or extension, must include provision for trained career counselors and faculty to work with students to discuss the findings and implications. The instrument has been found to be useful in research about values related with occupational and cultural differences, socialization, and life stage processes.The overall Mercy College findings did not differ in significant ways from earlier applications with college and university populations. With age and citizenship status factored in, differences in means, surfaced in areas related to: Economic Security, Advancement, Achievement, Ability Utilization, Economic Rewards and Personal Development. This is consistent with Yate's (1985) study. Further internal analysis must be done to test for other differences among socioeconomic variables. Women produced higher mean scores than men in every area except Authority, Physical Activity, Risk, and Physical Prowess.

Where do we go from here?

There is so much left to explore, and it can be said that the research time needed to complete every aspect of the project could easily have occupied a skilled professional, full-time. In the

larger arena, the MBTI needs to be brought to the attention of faculty members outside of the social sciences. many career placement and counseling offices have used the tool very effectively for years. There is an extensive database of research and correlation tables with other scales widely used in schools and industry. The Values Scale is an impressive, somewhat awe-inspiring assessment tool. As we advance the objective of the global village, such instruments will assist us to better understand and perhaps respect our similarities and differences. Adiitional statical work needs to be conducted to develop correlation tables between the instruments.

Specifically, Mercy College, should administer the MBTI and Values Scale to a select cohort of freshmen and transfers during the Fall 1994 semester; with the end being (a) expansion of the database; (b) refinement of the process of communicating and interpreting findings to both students and their faculty; (c) contributing to a small but inevitable body of knowledge required by multinational business entities and governmental agencies insisting on a higher rate of return on their sbstantial investment in higher education. Training would be needed to prepare campus careeer counselors and interested faculty not familar with the tools.

Mercy College has benefited from and kept a promise to establish a baseline of data from which to examine and participate in the education of participants in the new global economy. Emerging computing and telecommuting technologies may enhance our ability to transfer information in different and faster ways; however, it may be some time before we are so readilily willing to foresake the predisposition and values explored with these tools.

MYERS-BRIGGS TYPE INDICATOR

FORM G SELF-SCORABLE QUESTION BOOKLET

Katharine C. Myers
Isabel Briggs Myers

Directions

There are no "right" or "wrong" answers to these questions. Your answers will help show how you like to look at things and how you like to go about deciding things. Knowing your own preferences and learning about other people's can help you understand where your special strengths are, what kinds of work you might enjoy, and how people with different preferences can relate to each other and be valuable to society.

Read each question carefully and mark your answer on the separate answer booklet. *Make no marks on this question booklet.* Do not think too long about any question. If you cannot decide how to answer a question, skip it and return to it later.

When reading the questions, be sure to follow the question numbers and work ACROSS the page from left to right. When you mark your answers on the separate answer booklet, you will also work across the page.

There are two parts to this question booklet. Part I is above the shaded line; the instructions for this part are at the top of the page. Part II is below the shaded line; the instructions for this part are at the bottom of the page. Be sure to read and follow the separate directions for each part.

Read the directions on the front of the answer booklet. After reading each question, mark your answer by making an "X" in the appropriate box.

When you finish answering all the questions, read the directions at the bottom of your answer booklet for how to score your MBTI® test. Be sure to turn in your question booklet when you have finished with it.

Copyright © 1987 by Peter B. Myers and Katharine D. Myers. All rights reserved. No portion of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the Publisher. Printed in the U.S.A. Ninth Printing, 1992.

Myers-Briggs Type Indicator and MBTI are registered trademarks of Consulting Psychologists Press, Inc.

CONSULTING PSYCHOLOGISTS PRESS, INC.
3803 East Bayshore Road, Palo Alto, CA 94303

6836

BEST COPY AVAILABLE

PART I (above the shaded line). Which Answer Comes Closer to Telling How You Usually Feel or Act?

WORK ACROSS ⟶

1. Are you usually
   (A) a "good mixer," or
   (B) rather quiet and reserved?

2. If you were a teacher, would you rather teach
   (A) fact courses, or
   (B) courses involving theory?

3. Do you more often let
   (A) your heart rule your head, or
   (B) your head rule your heart?

4. When you go somewhere for the day, would you rather
   (A) plan what you will do and when, or
   (B) just go?

5. When you are with a group of people, would you usually rather
   (A) join in the talk of the group, or
   (B) talk with one person at a time?

6. Do you usually get along better with
   (A) imaginative people, or
   (B) realistic people?

7. Is it a higher compliment to be called
   (A) a person of real feeling, or
   (B) a consistently reasonable person?

8. Do you prefer to
   (A) arrange dates, parties, etc., well in advance, or
   (B) be free to do whatever looks like fun when the time comes?

9. In a large group, do you more often
   (A) introduce others, or
   (B) get introduced?

10. Would you rather be considered
    (A) a practical person, or
    (B) an ingenious person?

11. Do you usually
    (A) value sentiment more than logic, or
    (B) value logic more than sentiment?

12. Are you more successful
    (A) at dealing with the unexpected and seeing quickly what should be done, or
    (B) at following a carefully worked out plan?

13. Do you tend to have
    (A) deep friendships with a very few people, or
    (B) broad friendships with many different people?

14. Do you admire more the people who are
    (A) conventional enough never to make themselves conspicuous, or
    (B) too original and individual to care whether they are conspicuous or not?

15. Do you feel it is a worse fault to be
    (A) unsympathetic, or
    (B) unreasonable?

16. Does following a schedule
    (A) appeal to you, or
    (B) cramp you?

17. Among your friends, are you
    (A) one of the last to hear what is going on, or
    (B) full of news about everybody?

18. Would you rather have as a friend
    (A) someone who is always coming up with new ideas, or
    (B) someone who has both feet on the ground?

19. Would you rather work under someone who is
    (A) always kind, or
    (B) always fair?

20. Does the idea of making a list of what you should get done over a weekend
    (A) appeal to you, or
    (B) leave you cold, or
    (C) positively depress you?

21. Do you
    (A) talk easily to almost anyone for as long as you have to, or
    (B) find a lot to say only to certain people or under certain conditions?

22. In reading for pleasure, do you
    (A) enjoy odd or original ways of saying things, or
    (B) like writers to say exactly what they mean?

23. Do you feel it is a worse fault
    (A) to show too much warmth, or
    (B) not to have warmth enough?

[On this next question *only*, if two answers are true, mark both.]

24. In your daily work, do you
    (A) rather enjoy an emergency that makes you work against time, or
    (B) hate to work under pressure, or
    (C) usually plan your work so you won't *need* to work under pressure?

BEST COPY AVAILABLE

25. Can the new people you meet tell what you are interested in
    (A) right away, or
    (B) only after they really get to know you?

26. In doing something that many other people do, does it appeal to you more to
    (A) do it in the accepted way, or
    (B) invent a way of your own?

27. Are you more careful about
    (A) people's feelings, or
    (B) their rights?

28. When you have a special job to do, do you like to
    (A) organize it carefully before you start, or
    (B) find out what is necessary as you go along?

PART II (see instructions below).

29. Do you usually
    (A) show your feelings freely, or
    (B) [illegible]

30. In your way of living, do you prefer to be
    (A) [illegible]

31. (A) gentle
    (B) firm

32. When it is settled well in advance that you will do a certain thing at a [illegible]

(B) conventional?

33. Would you say you
(A) get more enthusiastic about things than the average person, or
(B) get less excited about things than the average person?

34. Is it higher praise to say someone has
(A) vision, or
(B) common sense?

35. (A) thinking
(B) feeling

36. Do you
(A) rather prefer to do things at the last minute, or
(B) find doing things at the last minute hard on the nerves?

37. At parties, do you
(A) sometimes get bored, or
(B) always have fun?

38. Do you think it more important to be able
(A) to see the possibilities in a situation, or
(B) to adjust to the facts as they are?

39. (A) convincing
(B) touching

40. Do you think that having a daily routine is
(A) a comfortable way to get things done, or
(B) painful even when necessary?

41. When something new starts to be the fashion, are you usually
(A) one of the first to try it, or
(B) not much interested?

42. Would you rather
(A) support the established methods of doing good, or
(B) analyze what is still wrong and attack unsolved problems?

43. (A) analyze
(B) sympathize

44. When you think of some little thing you should do or buy, do you
(A) often forget it till much later, or
(B) usually get it down on paper to remind yourself, or
(C) always carry through on it without reminders?

45. Are you
(A) easy to get to know, or
(B) hard to get to know?

46. (A) facts
(B) ideas

47. (A) justice
(B) mercy

48. Is it harder for you to adapt to
(A) routine, or
(B) constant change?

49. When you are in an embarrassing spot, do you usually
(A) change the subject, or
(B) turn it into a joke, or
(C) days later, think of what you should have said?

50. (A) statement
(B) concept

51. (A) compassion
(B) foresight

52. When you start a big project that is due in a week, do you
(A) take time to list the separate things to be done and the order of doing them, or
(B) plunge in?

53. Do you think the people close to you know how you feel
(A) about most things, or
(B) only when you have had some special reason to tell them?

54. (A) theory
(B) certainty

55. (A) benefits
(B) blessings

56. In getting a job done, do you depend on
(A) starting early, so as to finish with time to spare, or
(B) the extra speed you develop at the last minute?

57. When you are at a party, do you like to
(A) help get things going, or
(B) let the others have fun in their own way?

58. (A) literal
(B) figurative

59. (A) determined
(B) devoted

60. If you were asked on a Saturday morning what you were going to do that day, would you
(A) be able to tell pretty well, or
(B) list twice too many things, or
(C) have to wait and see?

61. (A) hearty
(B) quiet

62. (A) imaginative
(B) matter-of-fact

63. (A) firm-minded
(B) warm-hearted

64. Do you find the more routine parts of your day
(A) restful, or
(B) boring?

BEST COPY AVAILABLE

(continued)

PART II (below the shaded line). Which Word in Each Pair Appeals to You More?

Think what the words mean, not how they look or how they sound.

PART II (continued). Which Word in Each Pair Appeals to You More?

Think what the words mean, not how they look or how they sound.

WORK ACROSS →

65. (A) reserved (B) talkative	66. (A) make (B) create	67. (A) peacemaker (B) judge	68. (A) scheduled (B) unplanned
69. (A) calm (B) lively	70. (A) sensible (B) fascinating	71. (A) soft (B) hard	72. (A) systematic (B) spontaneous
73. (A) speak (B) write	74. (A) production (B) design	75. (A) forgive (B) tolerate	76. (A) systematic (B) casual
77. (A) sociable (B) detached	78. (A) concrete (B) abstract	79. (A) who (B) what	80. (A) impulse (B) decision
81. (A) party (B) theater	82. (A) build (B) invent	83. (A) uncritical (B) critical	84. (A) punctual (B) leisurely
	85. (A) foundation (B) spire	86. (A) wary (B) trustful	87. (A) changing (B) permanent
	88. (A) theory (B) experience	89. (A) agree (B) discuss	90. (A) orderly (B) easygoing
	91. (A) sign (B) symbol		92. (A) quick (B) careful
	93. (A) accept (B) change		
	94. (A) known (B) unknown		

WORK ACROSS →

1	A B	2	A B	3	A B	4	A B
5	A B	6	A B	7	A B	8	A B
9	A B	10	A B	11	A B	12	A B
13	A B	14	A B	15	A B	16	A B
17	A B	18	A B	19	A B	20	A B C
21	A B	22	A B	23	A B	24	A B C
25	A B	26	A B	27	A B	28	A B
29	A B	30	A B	31	A B	32	A B
33	A B	34	A B	35	A B	36	A B
37	A B	38	A B	39	A B	40	A B
41	A B	42	A B	43	A B	44	A B C
45	A B	46	A B	47	A B	48	A B
49	A B C	50	A B	51	A B	52	A B
53	A B	54	A B	55	A B	56	A B
57	A B	58	A B	59	A B	60	A B C
61	A B	62	A B	63	A B	64	A B
65	A B	66	A B	67	A B	68	A B
69	A B	70	A B	71	A B	72	A B
73	A B	74	A B	75	A B	76	A B
77	A B	78	A B	79	A B	80	A B
81	A B	82	A B	83	A B	84	A B
		85	A B	86	A B	87	A B
		88	A B	89	A B	90	A B
		91	A B			92	A B
		93	A B				
		94	A B				

6841

Myers-Briggs Type Indicator®

Form G — Self-Scorable Answer Booklet

Directions

Mark your answers by making an "X" in the appropriate box. If you make a mistake, simply blacken in the box where the error is—**do not erase.** The numbers go ACROSS the page, just like the questions in the question booklet.

When you have answered every question, open this booklet and follow the directions for scoring.

Name: _____

Date: _____ Sex: M ☐ F ☐ Age: _____

Occupation: _____

Years of schooling: _____

Group: _____

Consulting Psychologists Press, Inc.
3803 E. Bayshore Road, Palo Alto, CA 94303

Copyright © 1987 by Peter B. Myers and Katharine D. Myers. All rights reserved. This booklet contains materials from the *Myers-Briggs Type Indicator*, copyright © 1943, 1944, 1957 by Katharine C. Briggs and Isabel Briggs Myers; copyright © 1962, 1976, 1977 by Isabel Briggs Myers. It is a violation of copyright law to reproduce any portion of this booklet by any process or to enter any part of its contents into a computer without the written permission of the Publisher. *Myers-Briggs Type Indicator* and MBTI are registered trademarks of Consulting Psychologists Press, Inc. Printed in the U.S.A.
Sixth printing, 1992.

We gratefully acknowledge the contribution of Flavil Yeakley, Ph.D to the initial research on this project.

BEST COPY AVAILABLE

MYERS-BRIGGS TYPE INDICATOR®

FORM G SELF-SCORABLE REPORT FORM

Your name: _____ Date: _____

Copy your type from the scoring sheet into the spaces below.

MY TYPE CAME OUT: | | | | |

These four letters show how your type came out, according to the preferences you expressed when answering the questions. The questions are not important in themselves, but they do indicate basic preferences that have far-reaching effects. There is no right or wrong to these preferences. They simply produce different kinds of people who are interested in different things, are drawn to different fields, and often find it hard to understand each other.

The MBTI® assessment tool is primarily concerned with the valuable differences in people that result from where they like to focus their attention, the way they like to take in information, the way they like to decide, and the kind of lifestyle they adopt. People with preferences opposite to yours tend to be opposite to you in many ways. They are likely to be **weak where you are strong, and strong where you are weak. Each type has its own set of** inherent strengths.

Copyright © 1987 by Peter B. Myers and Katharine D. Myers. All rights reserved. No portion of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the Publisher. Printed in the U.S.A. Ninth Printing, 1992.

Myers-Briggs Type Indicator and MBTI are registered trademarks of Consulting Psychologists Press, Inc.

CONSULTING PSYCHOLOGISTS PRESS, INC.
3803 East Bayshore Road, Palo Alto, CA 94303

6843

BEST COPY AVAILABLE

Definitions of Preferences

There are two opposite preferences for each of the four scales reported by the MBTI. It is important to realize that all of us use both of the opposite preferences at different times, but not both at once, and not, in most cases, with equal confidence. The scales and preferences are defined below.

Where do you prefer to focus your attention? The EI scale

E	Extraversion

People who prefer Extraversion tend to focus on the outer world of people and things. When you are extraverting, you are energized by what goes on in the outer world, and this is where you tend to direct your own energy. Extraverts usually prefer to communicate more by talking than by writing. They need to experience the world in order to understand it and thus tend to like action and variety.

I	Introversion

People who prefer Introversion focus more on their inner world. When you are introverting, you are energized by what goes on in your inner world, and this is where you tend to direct your own energy. Introverts tend to be more interested and comfortable when they can work quietly without interruption. They like to understand the world before experiencing it, and so need time to reflect before acting.

How do you acquire information, or find out about things? The SN scale

S	Sensing

Sensing focuses on the realities of a situation. Sensing types tend to accept and work with what is "given" in the here-and-now, and thus become realistic and practical. They are good at remembering and working with a great number of facts. They prefer to use proven procedures and are careful with detail.

N	Intuition

Intuition shows you the meanings, relationships, and possibilities that go beyond the information from your senses. Intuitive types look at the big picture and try to grasp the overall patterns. They grow expert at seeing new possibilities and they value imagination and inspiration.

72

How do you make decisions? The TF scale

T	Thinking

Thinking types make decisions objectively, on the basis of cause and effect, by analyzing and weighing the evidence. Thinking focuses on the logical consequences of any choice or action. Thinking types seek an objective standard of truth; they are good at analyzing what is wrong with something.

F	Feeling

Feeling types make decisions based on person-centered values. When deciding, they consider how important the choices are to themselves and others. They like dealing with people and tend to become sympathetic, appreciative, and tactful. They value harmony and work to make it happen.

How do you orient toward the outer world? The JP scale

J	Judging

Those who prefer Judging like to live in a planned, orderly way, wanting to regulate life and control it. They want to make decisions, come to closure, and then carry on. They like to be structured and organized and want things settled.

P	Perceiving

Those who prefer Perceiving like to live in a flexible, spontaneous way, gathering information and keeping options open. They seek to understand life rather than control it. They prefer to stay open to experience, enjoying and trusting their ability to adapt to the moment.

BEST COPY AVAILABLE

Verifying Your Type

On page 7 of this booklet are very brief descriptions of the 16 types. Read the description of your type and decide how well it fits you. Only *you* know your true preferences and, therefore, only you can say what type you are. By answering the questions on the MBTI, you had the opportunity to indicate your preferences. But the Indicator is not perfect; no psychological instrument is. So it is up to you to decide whether your type as reported by the MBTI is accurate.

If the description of your reported type makes you feel comfortably understood, your four letters are probably right. Most people agree with how the Indicator has reported their preferences. If the description does not fit you, however, one or more of the letters may be wrong. There are a number of reasons why this may be so: sometimes people are not sure what they prefer; or, they disown their real preference, believing that they ought to prefer the opposite; or, they may simply not have a clear preference, which may be indicated by a small difference between the points on two preferences from the same scale; or, their answers could have been affected by chance factors.

If the way your type came out does not seem right to you, you could also read the "Effects of Each Preference in Work Situations" on page 6, or obtain one of the resources listed below. Even after further exploration, you may still find that no one description seems to fit you best. That's fine, you may not have a clear preference at this time; just narrow it down as much as possible. Keep in mind that there are many differences among people that are not explained by type and that there are also individual differences within each type.

Even if you are satisfied with your description, you may want to examine the resources listed below for much more complete descriptions of the 16 types. These resources also contain information about applications of type in career choice, relationships, problem solving, and working in organizations. The resources are as follows:

Introduction to Type by Isabel Briggs Myers. Palo Alto, CA: Consulting Psychologists Press, 1987.

Gifts Differing by Isabel Briggs Myers with Peter B. Myers. Palo Alto, CA: Consulting Psychologists Press, 1980.

Introduction to Type in Organizational Settings by Sandra Krebs Hirsh and Jean Kummerow. Palo Alto, CA: Consulting Psychologists Press, 1987.

Things to Remember About Type

- Information about your type has been provided to help you understand yourself and your interactions with others. The proper use of this information is to help people recognize their own and others' gifts.
- Your "type" is the combination of preferences that *you* chose when you answered the MBTI.
- It is up to you to decide what type you are, since only you know your true preferences.
- There are no "good" or "bad" individual types and there are no better or worse combinations of types in relationships.
- All of us use all of the preferences at different times. Your type is made up of those that you prefer the most.
- Type is not an excuse for doing or not doing anything.
- Your type should *not* keep you from considering any career or activity.
- Type does not explain everything; the MBTI does not measure abilities.
- Definitions: a preference for Feeling means you like to make decisions based on values; it does *not* refer to emotions or feelings. A preference for Judging means that you favor a structured approach in dealing with the outside world; it does not necessarily mean you are judgmental.

Effects of Each Preference in Work Situations

Extraverts

Like variety and action

Are often good at greeting people

Are sometimes impatient with long slow jobs

Are interested in how others do their jobs

Often enjoy talking on the phone

Often act quickly, sometimes without thinking

Like to have people around in the working environment

May prefer to communicate by talking rather than writing

Like to learn a new task by talking it through with someone

Introverts

Like quiet for concentration

Have trouble remembering names and faces

Can work on one project for a long time without interruption

Are interested in the idea behind the job

Dislike telephone interruptions

Think before they act, sometimes without acting

Work alone contentedly

May prefer communications to be in writing

May prefer to learn by reading rather than talking or experiencing

Sensing Types

Are aware of the uniqueness of each event

Focus on what works now

Like an established way of doing things

Enjoy applying what they have already learned

Work steadily, with a realistic idea of how long it will take

Usually reach a conclusion step by step

Are not often inspired, and may not trust the inspiration when they are

Are careful about the facts

May be good at precise work

Can oversimplify a task

Accept current reality as a given to work with

Intuitive Types

Are aware of new challenges and possibilities

Focus on how things could be improved

Dislike doing the same thing repeatedly

Enjoy learning new skills

Work in bursts of energy powered by enthusiasm, with slack periods in between

May leap to a conclusion quickly

Follow their inspirations and hunches

May get their facts a bit wrong

Dislike taking time for precision

Can overcomplexify a task

Ask why things are as they are

Thinking Types

Are good at putting things in logical order

Respond more to people's ideas than their feelings

Anticipate or predict logical outcomes of choices

Need to be treated fairly

Tend to be firm and tough-minded

Are able to reprimand or fire people when necessary

May hurt people's feelings without knowing it

Have a talent for analyzing a problem or situation

Feeling Types

Like harmony and will work to make it happen

Respond to people's values as much as to their thoughts

Are good at seeing the effects of choices on people

Need occasional praise

Tend to be sympathetic

Dislike telling people unpleasant things

Enjoy pleasing people

Take an interest in the person behind the job or idea

Judging Types

Work best when they can plan their work and follow the plan

Like to get things settled and finished

May decide things too quickly

May dislike to interrupt the project they are on for a more urgent one

Tend to be satisfied once they reach a judgment on a thing, situation, or person

Want only the essentials needed to begin their work

Schedule projects so that each step gets done on time

Use lists as agendas for action

Perceiving Types

Do not mind leaving things open for last-minute changes

Adapt well to changing situations

May have trouble making decisions, feeling like they never have enough information

May start too many projects and have difficulty in finishing them

May postpone unpleasant jobs

Want to know all about a new job

Get a lot accomplished at the last minute under pressure of a deadline

Use lists as reminders of all the things they have to do someday

BEST COPY AVAILABLE

Characteristics Frequently Associated with Each Type

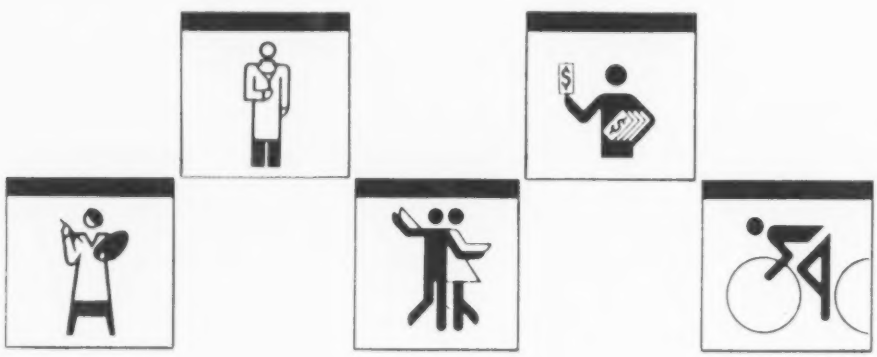
	Sensing Types		Intuitive Types	
Introverts	**ISTJ** Serious, quiet, earn success by concentration and thoroughness. Practical, orderly, matter-of-fact, logical, realistic, and dependable. See to it that everything is well organized. Take responsibility. Make up their own minds as to what should be accomplished and work toward it steadily, regardless of protests or distractions.	**ISFJ** Quiet, friendly, responsible, and conscientious. Work devotedly to meet their obligations. Lend stability to any project or group. Thorough, painstaking, accurate. Their interests are usually not technical. Can be patient with necessary details. Loyal, considerate, perceptive, concerned with how other people feel.	**INFJ** Succeed by perseverance, originality, and desire to do whatever is needed or wanted. Put their best efforts into their work. Quietly forceful, conscientious, concerned for others. Respected for their firm principles. Likely to be honored and followed for their clear convictions as to how best to serve the common good.	**INTJ** Usually have original minds and great drive for their own ideas and purposes. In fields that appeal to them, they have a fine power to organize a job and carry it through with or without help. Skeptical, critical, independent, determined, sometimes stubborn. Must learn to yield less important points in order to win the most important.
	ISTP Cool onlookers—quiet, reserved, observing and analyzing life with detached curiosity and unexpected flashes of original humor. Usually interested in cause and effect, how and why mechanical things work, and in organizing facts using logical principles.	**ISFP** Retiring, quietly friendly, sensitive, kind, modest about their abilities. Shun disagreements, do not force their opinions or values on others. Usually do not care to lead but are often loyal followers. Often relaxed about getting things done because they enjoy the present moment and do not want to spoil it by undue haste or exertion.	**INFP** Full of enthusiasms and loyalties, but seldom talk of these until they know you well. Care about learning, ideas, language, and independent projects of their own. Tend to undertake too much, then somehow get it done. Friendly, but often too absorbed in what they are doing to be sociable. Little concerned with possessions or physical surroundings.	**INTP** Quiet and reserved. Especially enjoy theoretical or scientific pursuits. Like solving problems with logic and analysis. Usually interested mainly in ideas, with little liking for parties or small talk. Tend to have sharply defined interests. Need careers where some strong interest can be used and useful.
Extraverts	**ESTP** Good at on-the-spot problem solving. Do not worry, enjoy whatever comes along. Tend to like mechanical things and sports, with friends on the side. Adaptable, tolerant, generally conservative in values. Dislike long explanations. Are best with real things that can be worked, handled, taken apart, or put together.	**ESFP** Outgoing, easygoing, accepting, friendly, enjoy everything and make things more fun for others by their enjoyment. Like sports and making things happen. Know what's going on and join in eagerly. Find remembering facts easier than mastering theories. Are best in situations that need sound common sense and practical ability with people as well as with things.	**ENFP** Warmly enthusiastic, high-spirited, ingenious, imaginative. Able to do almost anything that interests them. Quick with a solution for any difficulty and ready to help anyone with a problem. Often rely on their ability to improvise instead of preparing in advance. Can usually find compelling reasons for whatever they want.	**ENTP** Quick, ingenious, good at many things. Stimulating company, alert and outspoken. May argue for fun on either side of a question. Resourceful in solving new and challenging problems, but may neglect routine assignments. Apt to turn to one new interest after another. Skilful in finding logical reasons for what they want.
	ESTJ Practical, realistic, matter-of-fact, with a natural head for business or mechanics. Not interested in subjects they see no use for, but can apply themselves when necessary. Like to organize and run activities. May make good administrators, especially if they remember to consider others' feelings and points of view.	**ESFJ** Warm-hearted, talkative, popular, conscientious, born cooperators, active committee members. Need harmony and may be good at creating it. Always doing something nice for someone. Work best with encouragement and praise. Main interest is in things that directly and visibly affect people's lives.	**ENFJ** Responsive and responsible. Generally feel real concern for what others think or want, and try to handle things with due regard for the other person's feelings. Can present a proposal or lead a group discussion with ease and tact. Sociable, popular, sympathetic. Responsive to praise and criticism.	**ENTJ** Hearty, frank, decisive, leaders in activities. Usually good in anything that requires reasoning and intelligent talk, such as public speaking. Are usually well informed and enjoy adding to their fund of knowledge. May sometimes appear more positive and confident than their experience in an area warrants.

BEST COPY AVAILABLE

The Values Scale

Donald E. Super, Ph.D., and Dorothy D. Nevill, Ph.D.
University of Florida

This inventory of values asks how important to you are the various values or satisfactions that most people seek in their lives. People differ in what is important to them, but to some extent most people want the same things. The question is, to what degree are they important to you? Please answer all the questions as well as you can. Do not skip any. Your answers will be helpful in understanding people better and in helping them.



Consulting Psychologists Press
Palo Alto, CA

Copyright © 1985 by Consulting Psychologists Press, Inc.
All rights reserved. Printed in the USA.

BEST COPY AVAILABLE

Directions

Please do not make any marks on this booklet—use the answer sheet as directed.

Fill out all the information on the front of the answer sheet. The information for filling in section 10B is on the back of this booklet. Once you have completed the personal information on the front of the answer sheet, turn the answer sheet over and start answering the questions below. Please answer every question. Work rapidly. If you are not sure, guess—your first thought is most likely to be the right answer for you.

How important to you are the values listed below? Please read each statement, then use the following scale to show how important that value is to you:

1 means **of little or no importance**
2 means **of some importance**
3 means **important**
4 means **very important**

Use a pencil to fill in the circle of the number on the response sheet that shows how important the value is to you. For example:

Have lots of fun 1 2 ● 4

Now please respond to all the questions, using the answer sheet.

It is now or will in the future be important for me to . . .

1. use all my skills and knowledge.
2. have results which show that I have done well.
3. get ahead.
4. make life more beautiful.
5. help people with problems.
6. tell others what to do.
7. act on my own.
8. discover, develop, or design new things.
9. have a high standard of living.
10. live according to my own ideas.
11. develop as a person.
12. get a lot of exercise.
13. be admired for my knowledge and skills.
14. do risky things.
15. do things with other people.
16. be with friends.
17. have every day be different in some way from the one before it.
18. have good space and light in which to work.
19. live where people of my religion and race are accepted.
20. work hard physically.
21. be where employment is regular and secure.
22. do work that takes advantage of my abilities.
23. know that my efforts will show.
24. get ahead quickly in my career.
25. find pleasure in the beauty of my work.
26. be involved in work in which the goal is helping people.
27. be able to be a leader at work.
28. make my own decisions at work.
29. create something new in my work.
30. have a good income.
31. live my life my way.
32. have ideas about what to do with my life.
33. take part in sports and other physical activities.
34. be recognized for my accomplishments.
35. feel that there is some risk or some danger in the work I do.
36. work in a group rather than by myself.
37. do things with people I like.
38. do a number of different things during the day.
39. have good sanitary facilities (e.g. washroom) at work.
40. work where people of my ethnic origin have good job possibilities.
41. use powerful machines.

Go on to next page.

BEST COPY AVAILABLE

42. have a regular income.
43. develop my abilities.
44. reach a high standard in my work.
45. be able to get promotions.
46. be concerned with beauty in my work.
47. work in a way that makes the world a better place.
48. be the one who manages things at work.
49. be free to get on with a job in my own way.
50. have a chance to try out new ideas at work.
51. be well paid for whatever work I might do.
52. work at what I want to when I want to.
53. find personal satisfaction in my work.
54. be physically active in my work.
55. be held in high esteem because of my work.
56. take on dangerous tasks if they interest me.
57. be with other people while I work.
58. be with my kind of people.
59. change work activities frequently.
60. be protected from the weather while I work.
61. feel accepted at work as a member of my race or ethnic group.
62. use my strength.
63. have a secure position.
64. keep on learning new things at work.
65. do something at which I am really good.
66. be able to think in terms of advancement.
67. be able to add to the beauty of the world.
68. improve the welfare and peace of the world.
69. make decisions that others follow.
70. be my own boss.
71. use new ideas and methods.
72. earn enough to live well.
73. decide what to do with my life.
74. cultivate my inner life.
75. make a real physical effort at work.
76. be viewed as a special person.
77. face the challenge of danger.
78. have people take time to chat.
79. have a job where I can easily make friends.
80. move around while doing things at work.
81. work in a place where I can really do my job.
82. work with people of my own background.
83. move big boxes and crates.
84. have a feeling of economic security.
85. have to think about what I am doing at work.
86. get the feeling I have really achieved something at work.
87. work where getting ahead is considered important.
88. be appreciated for the beauty of my work.
89. do work which improves things for other people.
90. have the authority to get things done.
91. set my own working hours.
92. be inventive in my job.
93. have all of the nice things I want.
94. plan my own work activities.
95. develop my own work life.
96. be able to be outdoors a great deal.
97. have people recognize the work I have done.
98. be able to run reasonable risks when there is something to gain.
99. deal with a variety of people at work.
100. work where there are friendly people.
101. be able to do my work in a variety of ways.
102. have a comfortable temperature at work.
103. be true to the values of my people.
104. carry heavy loads.
105. know that I can always make a living.
106. feel that I am treated fairly at work.

Occupational Group

The answer sheet asks you, "What kind of work do or did you do?" Select your occupational group from the table below. The table contains occupational group titles and examples of occupations in each group. Select the group that matches the work you do or have done. Each group is identified by a letter; mark the letter on the answer sheet of the group you have selected.

Physical Science: Research	Physical Science: Applied	Biological and Medical Science	Social Science: Research	Social Science: Teaching/Social Service
Chemist	Architect	Dentist	Anthropologist	Guidance Counselor
Geologist	Engineer (all types)	Medical Doctor	Economist	Marriage Counselor
Mathematician	Geographer	Pharmacist	Market Research Analyst	School Psychologist
Physicist	Industrial Engineer	Scientific Farmer	Social Psychologist	School Teacher
Statistician	Systems Analyst	Veterinarian	Sociologist	Social Worker
Writing and Law	**Art and Music**	**Public Performance**	**Business: Financial**	**Business: Management**
Editor	Art Director	Actor/Actress	Auditor	Supt. Bldgs./Grounds
Lawyer	Commercial Artist	Announcer (Radio/TV)	Bursar/Controller	Bank Manager
Librarian	Dress Designer	Dancer	Computer Analyst	Hotel Manager
Reporter	Interior Decorator	Musical Entertainer	Cost Accountant	Personnel Manager
Script Writer	Musician	Professional Athlete	Credit Analyst	Store Owner/Manager
Business: Sales/Promotion	**Business: Office/Clerical**	**Business: Merchandising**	**Technical: Physical Science**	**Technical: Health Service**
Advertising Manager	Bank Teller	Car Rental Clerk	Air Traffic Controller	Dental Hygienist
Broker/Acct. Executive	Bookkeeper	Dept. Store Salesperson	Electronic Technician	Dietician
Buyer	Clerk/Typist	Life Insurance Agent	Photoengraver	Nurse (Registered)
Public Rel. Manager	Postal Clerk	Real Estate Agent	Surveyor	Occupational Therapist
Sales Manager	Stenographer	Retail Salesperson	Weather Analyst	Optician
Technical: Crafts	**Technical: Outdoor**	**Technical: Mechanical**	**Personal Service**	**Manual/Physical**
Auto Mechanic	Dairy Farmer	Appliance Repair	Beautician	Gas Station Attendant
Dress Maker	Fish/Game Warden	Bulldozer Operator	Hospital Attendant	Parking Lot Attendant
Electrician	Flower Grower	Bus Driver	Host/Hostess	Porter
Jeweler	Grain Farmer	Dry Cleaner	Receptionist	Radio Assembler
Printer	Landscape Gardener	Sewing Machine Operator	Waiter/Waitress	Stevedore

Portions of this page are adapted by special permission from the Career Planning Questionnaire of the Differential Aptitude Tests. © 1972, 1973 by The Psychological Corporation, Cleveland OH. All rights reserved.

BEST COPY AVAILABLE

THE VALUES SCALE

Donald E. Super, Ph.D. and Dorothy D. Nevill, Ph.D.

CONSULTING PSYCHOLOGISTS PRESS, INC.

● NOT-PREPAID PROFILE

1 IMPORTANT MARK ONE

SEX
MALE ○
FEMALE ○

2

NAME: Print your name, one letter per box, in the boxes below. Print your last name first, skip one box, and print as much of your first name as possible. Fill in the appropriate bubble below each box, including the blank bubbles for skipped boxes.

3 AGE

4 EDUCATION (CURRENT OR HIGHEST LEVEL)

SCHOOL
○ 1 8th
○ 9th
○ 10th
○ 11th
○ 12th

COLLEGE
○ 1st YEAR
○ 2nd YEAR
○ 3rd YEAR
○ 4th YEAR
○ SOME GRAD WORK
○ GRADUATE DEGREE

5 IDENTIFICATION NUMBER

OPTIONAL

6 MARITAL STATUS

○ SINGLE
○ MARRIED
○ WIDOWED
○ SEPARATED OR DIVORCED

7 OCCUPATIONAL STATUS

(CHOOSE THE ONE ON WHICH YOU SPEND THE MOST TIME.)
○ EMPLOYED
○ STUDENT (FULL TIME)
○ HOMEMAKER
○ UNEMPLOYED SEEKING WORK
○ UNEMPLOYED NOT SEEKING WORK
○ RETIRED

8 HOW DO YOU FEEL ABOUT:

	DOESN'T APPLY	ENTHUSIASTIC	SATISFIED	DISSATISFIED
YOUR STATUS AS A STUDENT	○	○	○	○
YOUR PRESENT OCCUPATIONAL STATUS	○	○	○	○
YOUR LEISURE ACTIVITIES	○	○	○	○
YOUR COMMUNITY INVOLVEMENT	○	○	○	○

9 IF YOU ARE A STUDENT OR A FULL-TIME HOMEMAKER, WHAT KIND OF WORK DO EACH OF THESE RELATIVES NORMALLY DO, OR WOULD DO IF WORKING?

	FATHER	MOTHER	SPOUSE
PROFESSIONAL AND MANAGERIAL	○	○	○
CLERICAL AND SALES	○	○	○
SKILLED	○	○	○
SEMI SKILLED OR UNSKILLED	○	○	○
DOES NOT APPLY	○	○	○

10 IF YOU ARE OR WERE NORMALLY EMPLOYED

A. WHAT LEVEL OF WORK DO OR DID YOU DO?

○ PROFESSIONAL AND MANAGERIAL (USUALLY REQUIRES UNIVERSITY)
○ CLERICAL AND SALES (USUALLY REQUIRES HIGH SCHOOL OR COMMUNITY COLLEGE)
○ SKILLED (USUALLY REQUIRES COMMUNITY COLLEGE OR APPRENTICESHIP)
○ SEMI-SKILLED OR UNSKILLED (NO SPECIAL TRAINING REQUIRED)

B. WHAT KIND OF WORK DO OR DID YOU DO? (SEE THE BACK OF THE QUESTION BOOKLET FOR INSTRUCTIONS AND EXAMPLES.)

Ⓐ PHYSICAL SCIENCE: RESEARCH
Ⓑ PHYSICAL SCIENCE: APPLIED
Ⓒ BIOLOGICAL AND MEDICAL SCIENCE
Ⓓ SOCIAL SCIENCE: RESEARCH
Ⓔ SOCIAL SCIENCE: TEACHING/SOCIAL SERVICE
Ⓕ WRITING AND LAW
Ⓖ ART AND MUSIC
Ⓗ PUBLIC PERFORMANCE
Ⓘ BUSINESS: FINANCIAL
Ⓙ BUSINESS: MANAGEMENT
Ⓚ BUSINESS: SALES/PROMOTION
Ⓛ BUSINESS: OFFICE/CLERICAL
Ⓜ BUSINESS: MERCHANDISING
Ⓝ TECHNICAL: PHYSICAL SCIENCE
Ⓞ TECHNICAL: HEALTH SERVICE
Ⓟ TECHNICAL: CRAFTS
Ⓠ TECHNICAL: OUTDOOR
Ⓡ TECHNICAL: MECHANICAL
Ⓢ PERSONAL SERVICE
Ⓣ MANUAL/PHYSICAL

RO	ACCT. #	CODE

11 GO TO THE OTHER SIDE

DO NOT MARK IN SHADED AREAS

The Values Scale © Copyright 1985 by Consulting Psychologists Press, Inc., 3803 E. Bayshore Rd., Palo Alto, CA 94303
All rights reserved. Printed in the USA.

CP90-0648-0987654321

DO NOT MARK BELOW BAR
DO NOT FOLD

CODE #0445

BEST COPY AVAILABLE

Be sure to read all the directions in the question booklet before proceeding. Please read each statement carefully. Then use the following scale to show how important that value is to you.

1 means **Of Little or No Importance**
2 means **Of Some Importance**
3 means **Important**
4 means **Very Important**

Make a black mark filling in the circle which contains the number that shows how important the value is, like this: Have lots of fun ① ② ● ④
Please answer all of the questions.

LITTLE OR NO IMPORTANCE
SOME IMPORTANCE
IMPORTANT
VERY IMPORTANT

1 ① ② ③ ④	22 ① ② ③ ④	43 ① ② ③ ④	64 ① ② ③ ④	85 ① ② ③ ④
2 ① ② ③ ④	23 ① ② ③ ④	44 ① ② ③ ④	65 ① ② ③ ④	86 ① ② ③ ④
3 ① ② ③ ④	24 ① ② ③ ④	45 ① ② ③ ④	66 ① ② ③ ④	87 ① ② ③ ④
4 ① ② ③ ④	25 ① ② ③ ④	46 ① ② ③ ④	67 ① ② ③ ④	88 ① ② ③ ④
5 ① ② ③ ④	26 ① ② ③ ④	47 ① ② ③ ④	68 ① ② ③ ④	89 ① ② ③ ④
6 ① ② ③ ④	27 ① ② ③ ④	48 ① ② ③ ④	69 ① ② ③ ④	90 ① ② ③ ④
7 ① ② ③ ④	28 ① ② ③ ④	49 ① ② ③ ④	70 ① ② ③ ④	91 ① ② ③ ④
8 ① ② ③ ④	29 ① ② ③ ④	50 ① ② ③ ④	71 ① ② ③ ④	92 ① ② ③ ④
9 ① ② ③ ④	30 ① ② ③ ④	51 ① ② ③ ④	72 ① ② ③ ④	93 ① ② ③ ④
10 ① ② ③ ④	31 ① ② ③ ④	52 ① ② ③ ④	73 ① ② ③ ④	94 ① ② ③ ④
11 ① ② ③ ④	32 ① ② ③ ④	53 ① ② ③ ④	74 ① ② ③ ④	95 ① ② ③ ④
12 ① ② ③ ④	33 ① ② ③ ④	54 ① ② ③ ④	75 ① ② ③ ④	96 ① ② ③ ④
13 ① ② ③ ④	34 ① ② ③ ④	55 ① ② ③ ④	76 ① ② ③ ④	97 ① ② ③ ④
14 ① ② ③ ④	35 ① ② ③ ④	56 ① ② ③ ④	77 ① ② ③ ④	98 ① ② ③ ④
15 ① ② ③ ④	36 ① ② ③ ④	57 ① ② ③ ④	78 ① ② ③ ④	99 ① ② ③ ④
16 ① ② ③ ④	37 ① ② ③ ④	58 ① ② ③ ④	79 ① ② ③ ④	100 ① ② ③ ④
17 ① ② ③ ④	38 ① ② ③ ④	59 ① ② ③ ④	80 ① ② ③ ④	101 ① ② ③ ④
18 ① ② ③ ④	39 ① ② ③ ④	60 ① ② ③ ④	81 ① ② ③ ④	102 ① ② ③ ④
19 ① ② ③ ④	40 ① ② ③ ④	61 ① ② ③ ④	82 ① ② ③ ④	103 ① ② ③ ④
20 ① ② ③ ④	41 ① ② ③ ④	62 ① ② ③ ④	83 ① ② ③ ④	104 ① ② ③ ④
21 ① ② ③ ④	42 ① ② ③ ④	63 ① ② ③ ④	84 ① ② ③ ④	105 ① ② ③ ④
				106 ① ② ③ ④

MARKING INSTRUCTIONS

- Use a soft (No. 2) black pencil. Make dark, heavy marks that fill the bubble.
- Mark ONLY the bubble areas. Fill in only one response bubble per item.
- Erase completely any answer you wish to change. Make no stray marks.
- Please try to answer every question.

EXAMPLES Proper Mark ○ ● ○
Improper Marks ✓ ✗ ⊖

DO NOT MARK IN SHADED AREAS

Consulting Psychologists Press, Inc.
3803 E. Bayshore Rd., Palo Alto, CA 94303

BEST COPY AVAILABLE

DO NOT MARK IN THIS AREA

COMPREHENSIVE ALUMNI ASSESSMENT SURVEY

(Four-Year Institution)

National Center for Higher Education Management Systems

P.O. Drawer P Boulder, Colorado 80301-9752

COMPREHENSIVE ALUMNI ASSESSMENT SURVEY
(FOUR-YEAR INSTITUTIONS)

INSTRUCTIONS:

Specific instructions are given for completing many of the questions in this questionnaire. Where no directions are given, please circle the number of the most appropriate response, as in the sample question below.

Sample:

Are you currently married?
1 Yes
2 No

If you are not currently married, you would circle the number 2.

PART A. PERSONAL DATA

1. What is your gender?
1 Female
2 Male

2. How do you describe yourself?
1 Asian-American/Pacific Islander
2 Afro-American/Black (non-Hispanic)
3 American Indian/Alaskan Native
4 Caucasian (non-Hispanic)
5 Hispanic (Western Hemisphere Spanish-speaking)
6 Other _____

3. Please enter in the boxes below the year you were born.

[1] [9] [ ] [ ]

4. What was your status when you entered our college?
1 Freshman
2 Transfer from community college
3 Transfer from 4-year institution

5. Please enter in the boxes below the year you completed your bachelor's degree.

[1] [9] [ ] [ ]

6. Please enter in the boxes below the year you began your bachelor's degree studies at this institution.

[1] [9] [ ] [ ]

7. What was your primary enrollment status at our college?
1 Full-time student
2 Part-time student

8. Below are listed majors and areas of study generally chosen by undergraduate students. Enter in the boxes below the code number(s) of the major(s) or area(s) of study taken at our college.

[ ] [ ] Major/area of study
[ ] [ ] Use if you received a "double" major

01 Agriculture and Natural Resources
02 Architecture and Environmental Design
03 Area Studies (includes Asian Studies, Black Studies, etc.)
04 Biological and Life Sciences
05 Business and Management
06 Communications
07 Computer and Information Sciences
08 Education
09 Engineering
10 Fine and Applied Arts (includes Art, Dance, Drama, Music, etc.)
11 Foreign Languages
12 Health Professions
13 Home Economics (includes Clothing and Textiles, Institutional Housekeeping, and Food Service Management, etc.)
14 Law
15 Letters (includes Creative Writing, Literature, Philosophy, Speech, etc.)
16 Library Science
17 Mathematics
18 Physical Sciences (includes Chemistry, Physics, Earth Sciences, etc.)
19 Psychology
20 Public Affairs and Social Services
21 Social Sciences (includes Anthropology, Economics, History, Political Science, Sociology, etc.)
22 Theology and Religion
23 Interdisciplinary Studies
24 Other _____

9. Where do you currently live?

1 In the state in which this college is located
2 In an adjacent state
3 Elsewhere in the United States
4 In a foreign country

10. Did any of the following apply to you as an undergraduate? Circle all that applied.

1 Scholarship/grant recipient
2 Employed more than 20 hours per week
3 Community service volunteer
4 Studied abroad (summer or academic year)
5 Honors program participant
6 Participated in professor's research project
7 Held internship or other career work experience

Extra-curricular activities in which you were active. Circle all that applied.

8 Varsity athletics
9 Intramurals
10 Student government
11 Music/theatre
12 Publications
13 Forensics, debate, etc.
14 Other _____

PART B. CAREER/EMPLOYMENT INFORMATION

11. What is your current employment status?

1 I am currently employed full-time
2 I am currently employed part-time
3 I was employed after leaving college, but currently am unemployed and looking for work
4 I was employed after leaving college but currently am unemployed and not looking for work
5 I never was employed after leaving college (If you circled 5, skip to question 18)

12. Which statement best describes how you regard your current job?

1 Job with little career potential
2 Job with possible career potential
3 Job with increasing career potential
4 Job with career potential realized
5 Other (please specify) _____

13. Below are listed occupational fields frequently filled by college graduates. Enter in the boxes below the code number of the category that corresponds to your first job after completing your bachelor's degree and your current job.

First Job ☐☐ Current Job ☐☐

01 Agricultural and forestry occupations
02 Arts/studio, performing, writing
03 Executive/administrative/management
04 Communications/media, film, advertising, journalism
05 Computer analyst/programmer
06 Engineering/architecture
07 Marketing and sales
08 Medicine/dentistry/veterinary medicine--other health diagnosing practitioners
09 Other health professions (nursing, therapists, dietitians, etc.)
10 Government/politics
11 Homemaking
12 Law
13 Religion/Ministry
14 Science/technology (non-academic)
15 Skilled trades
16 Social sciences/social work/recreation
17 Teaching/research/administration (elementary-secondary)
18 Teaching/research/administration (college)
19 Other _____

14. Circle the number in the first column which best describes your salary in your first job. Circle the number in the second column that best describes your current salary. If either job was part-time, give the approximate full-time equivalent annual salary.

First job pre-tax gross annual salary ↓
Current job pre-tax gross annual salary ↓

1 1 Less than $10,000 per year
2 2 $10,000 to $19,999 per year
3 3 $20,000 to $29,999 per year
4 4 $30,000 to $39,999 per year
5 5 $40,000 to $54,999 per year
6 6 $55,000 to $79,999 per year
7 7 $80,000 per year or more

15. Was your first job related to your major field of study at our college? Your current job?

First Job
Current Job

1 1 Directly related
2 2 Somewhat related
3 3 Not related at all

16. Were you employed in this field before you obtained your degree?

First Job
Current Job

1 1 Yes
2 2 No

17. How well did our college prepare you for your first job and the work you are now doing?

First Job
Current Job

1 1 Excellent preparation
2 2 Good preparation
3 3 Adequate preparation
4 4 Inadequate preparation

18. Since completing your bachelor's degree, have you undertaken further formal study?

1 Yes
2 No (if no, skip to question 22)

19. Circle the number in the first column which best describes the degree you were seeking after completing the bachelor's degree. Circle the number in the second column that indicates the highest degree you ultimately plan to earn.

Degree you were seeking
Highest degree you plan to earn

1 1 Certificate
2 2 Associate Degree
3 3 Bachelor's Degree
4 4 Master's Degree
5 5 Doctor's Degree (Ph.D., Ed.D., etc.)
6 6 Professional Degree (M.D., D.D.S., J.D., etc.)
7 7 Do not plan to obtain another degree

20. Look again at the list of majors and areas of study in question 8 and enter in the box below the code number that corresponds to what you studied or are studying after completing the bachelor's degree.

☐☐

21. How well did our college prepare you for your additional formal education?

1 Excellent preparation
2 Good preparation
3 Adequate preparation
4 Inadequate preparation

PART C. EVALUATION OF YOUR UNDERGRADUATE EXPERIENCE AT OUR COLLEGE

22. How satisfied were you with the following aspects of academic life at our college?

1 Very Satisfied
2 Satisfied
3 Somewhat Satisfied
4 Dissatisfied
5 Very Dissatisfied
6 Does Not Apply

1 2 3 4 5 6 Core/general education requirements
1 2 3 4 5 6 Course work in major(s)
1 2 3 4 5 6 Freshman advising
1 2 3 4 5 6 Advising in the major
1 2 3 4 5 6 Quality of faculty
1 2 3 4 5 6 Career counseling/placement
1 2 3 4 5 6 Amount of contact with faculty
1 2 3 4 5 6 Commitment of faculty to teaching
1 2 3 4 5 6 Quality of instruction in non-major courses
1 2 3 4 5 6 Quality of instruction in major course
1 2 3 4 5 6 Availability of required courses
1 2 3 4 5 6 Variety of course offerings
1 2 3 4 5 6 Access to academic support system (tutoring/study skills)
1 2 3 4 5 6 Relationships with other students
1 2 3 4 5 6 Integration of general education and major
1 2 3 4 5 6 Library collection
1 2 3 4 5 6 Access to computing resources
1 2 3 4 5 6 Someone on faculty or staff with whom you feel comfortable sharing your concerns with
1 2 3 4 5 6 Other _____

23. The following statements reflect some abilities, skills and attitudes that may be developed during a bachelor's degree program. In the first column, circle the numbers which tell how important each aspect is to you. In column 2 on the right side of the list, indicate the extent to which each statement was enhanced by your experience at this college. A rating of 1 means extremely important or greatly enhanced, a rating of 5 means not important or not enhanced.

DEVELOPMENT OF INTELLECT

Important to Me 1 = extremely important 5 = not important		**Ability Enhanced** 1 = greatly enhanced 5 = not enhanced
1 2 3 4 5	Thinking analytically and logically	1 2 3 4 5
1 2 3 4 5	Communicating through artistic expression	1 2 3 4 5
1 2 3 4 5	Writing effectively	1 2 3 4 5
1 2 3 4 5	Developing intellectual curiosity	1 2 3 4 5
1 2 3 4 5	Thinking creatively	1 2 3 4 5
1 2 3 4 5	Demonstrating effectiveness in oral communication	1 2 3 4 5
1 2 3 4 5	Using a computer	1 2 3 4 5
1 2 3 4 5	Communicating in a language other than English	1 2 3 4 5
1 2 3 4 5	Understanding different philosophies and cultures	1 2 3 4 5
1 2 3 4 5	Evaluating and choosing among alternative courses of action	1 2 3 4 5
1 2 3 4 5	Expanding awareness of economic, political and social issues	1 2 3 4 5
1 2 3 4 5	Being able to solve quantitative problems	1 2 3 4 5
1 2 3 4 5	Placing current problems in historical/cultural/ philosophical perspective	1 2 3 4 5
1 2 3 4 5	Knowing the specifics of an academic discipline (e.g., field of concentration)	1 2 3 4 5
1 2 3 4 5	Effectively integrating knowledge from many sources	1 2 3 4 5
1 2 3 4 5	Preparing for the pursuit of graduate study	1 2 3 4 5
1 2 3 4 5	Developing a commitment to lifelong learning	1 2 3 4 5
1 2 3 4 5	Understanding the methods of inquiry of the sciences	1 2 3 4 5
1 2 3 4 5	Bridging theory and practice	1 2 3 4 5
1 2 3 4 5	Appreciating the importance of art and music	1 2 3 4 5
1 2 3 4 5	Other(s) _____	1 2 3 4 5

COMMUNITY GOALS

Important to Me		Ability Enhanced
1 2 3 4 5	Engaging in a life of service to society	1 2 3 4 5
1 2 3 4 5	Demonstrating a sensitivity toward and concern for others	1 2 3 4 5
1 2 3 4 5	Helping to improve the quality of human life	1 2 3 4 5
1 2 3 4 5	Affirming the equality of all people	1 2 3 4 5
1 2 3 4 5	Understanding the importance of responsible use of the environment	1 2 3 4 5
1 2 3 4 5	Taking action on moral and ethical issues	1 2 3 4 5
1 2 3 4 5	Being part of a particular community	1 2 3 4 5
1 2 3 4 5	Understanding what it means to be a responsible citizen in a democratic society	1 2 3 4 5
1 2 3 4 5	Other(s) _____	1 2 3 4 5

PERSONAL DEVELOPMENT AND ENRICHMENT

Important to Me		Ability Enhanced
1 2 3 4 5	Continuing a search for a personal identity and meaning in life	1 2 3 4 5
1 2 3 4 5	Understanding myself--my abilities, interests, and limitations	1 2 3 4 5
1 2 3 4 5	Pursuing a socially useful and self-fulfilling career	1 2 3 4 5
1 2 3 4 5	Clarifying my value system	1 2 3 4 5
1 2 3 4 5	Developing and exercising leadership skills	1 2 3 4 5
1 2 3 4 5	Understanding the religious or spiritual dimensions of human life	1 2 3 4 5
1 2 3 4 5	Working effectively as a team member or in groups	1 2 3 4 5
1 2 3 4 5	Relating well to people of different races and religions	1 2 3 4 5
1 2 3 4 5	Developing an ongoing capacity for self-criticism	1 2 3 4 5
1 2 3 4 5	Functioning independently, without supervision	1 2 3 4 5
1 2 3 4 5	Being well-off financially	1 2 3 4 5
1 2 3 4 5	Understanding and engaging in a healthy lifestyle	1 2 3 4 5
1 2 3 4 5	Persisting at difficult tasks	1 2 3 4 5
1 2 3 4 5	Developing mature relationships	1 2 3 4 5
1 2 3 4 5	Other(s) _____	1 2 3 4 5

24. Overall, how satisfied have you been with the education you received at our college?

1 Extremely Satisfied
2 Satisfied
3 Somewhat Satisfied
4 Dissatisfied
5 Extremely Dissatisfied

PART D. COMMUNITY PARTICIPATION

25. The following are activities in which individuals may become involved. In the first column, circle the numbers which indicate how often you have participated in these activities during the past year. In the second column, on the right side of the list, indicate the extent to which you plan to participate in these activities in the future.

Current Participation		**Future Participation**
1 Not at all 2 Once or twice 3 About once a month 4 About once a week 5 Daily		1 Not at all 2 Once or twice 3 About once a month 4 About once a week 5 Daily
1 2 3 4 5	Charity, social welfare, or relief agencies	1 2 3 4 5
1 2 3 4 5	Youth organizations (Little League, Scouting, etc.)	1 2 3 4 5
1 2 3 4 5	Professional organizations	1 2 3 4 5
1 2 3 4 5	Literary, art, music organizations	1 2 3 4 5
1 2 3 4 5	Church or church-related activities	1 2 3 4 5
1 2 3 4 5	Volunteer in a hospital or health care activities	1 2 3 4 5
1 2 3 4 5	Social action associations or groups	1 2 3 4 5
1 2 3 4 5	Service organizations (Rotary, Kiwanis, Chamber of Commerce, etc.)	1 2 3 4 5
1 2 3 4 5	Political clubs or organizations	1 2 3 4 5
1 2 3 4 5	Volunteer in some civic organization or on a special project	1 2 3 4 5
1 2 3 4 5	Regular schedule of exercise or practice in some sport	1 2 3 4 5
1 2 3 4 5	Read to keep up with national and international events and issues	1 2 3 4 5
1 2 3 4 5	Volunteer in elementary/secondary school programs	1 2 3 4 5
1 2 3 4 5	Study group (literary, art, music, discussion)	1 2 3 4 5
1 2 3 4 5	Other(s) _____	1 2 3 4 5
1 2 3 4 5	_____	1 2 3 4 5

PART E. GENERAL INFORMATION

26. If you could change one thing about our college, what would it be?

Continued ⟶

27. **What do you feel to be the most important or useful result of your education and experiences at our college? This could include specific skills or knowledge learned, a change in values, qualities of personal development, etc.**

28. **If you had to do it again, would you attend our college?**

1 Yes

2 No

Why or why not?

----------Institution-Specific Questions----------

Questions may have been added by your institution to gather additional information about areas of concern. If so, please use the boxes below to record your responses.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20.

Education Research Report

What Employers Expect of College Graduates: International Knowledge and Second Language Skills

Since the 1979 report of the President's Commission on Foreign Language and International Studies, *Strength Through Wisdom*, U.S. colleges and universities have sought creative ways to encourage the study of languages other than English and to add international dimensions to the undergraduate curriculum (Lambert 1989). In recent years, this effort has been given a boost by requirements for the study of non-Western culture, history, geography, and politics in many undergraduate programs. In the 1980s, the principal argument for these efforts was the increasingly competitive global economy. In the 1990s, the argument is part of a larger normative appeal for student understanding of a multicultural society and world.

Beyond both these utilitarian and normative arguments has been a higher volume of international student exchange, involving not only that between the United States and other countries, but also regional exchanges of students, for example, in the European Community and the Pacific Rim (Zikopoulos 1989; UNESCO 1989; Ebuchi 1989).

The rhetoric and efforts in the United States are now showing results. High school foreign language course enrollments have risen considerably in recent years. Between 1982 and 1990, for example, course enrollments in public secondary schools rose 46 percent, and the proportion of public secondary school students studying languages other than English increased from 23 percent to 38 percent (Draper 1991). Foreign language study is now an entrance requirement in 26 percent of U.S. colleges and universities (versus 14 percent in 1982–83) and a degree requirement in 58 percent (versus 47 percent a decade ago) (Brod and Lapointe 1989). Bachelor's degrees awarded annually in languages other than English have increased 28 percent (to 12,100) over the past decade, more than twice the increase in overall bachelor's degrees (Snyder 1993). As for increases in college student course-taking in international fields, the jury is out until the major national college transcript sample covering 1982–1993 is fully coded and released this year. But anecdotal evidence suggests an upsurge.

What Do Employers Value?

Do U.S. employers, particularly those with large international operations, value this education and training when they recruit and hire recent college graduates? How do they use the knowledge and skill investments students make in international and second language study? To what extent do they sponsor additional education in international affairs or languages other than English for their employees? These questions have been explored only occasionally

(Hayden and Koepplin 1980; Inman 1980; Fixman 1990; Lambert 1990), and never with large samples of employers. In a 1989–90 survey of the recruiting practices of 479 employers (74 percent in the private sector), for example, only 1 question out of 11 concerning the experience and education of potential employees even touched on these matters: "study abroad" was one of eight "undergraduate performance factors" recruiters rated. From the responses to that question, we learn that only 13 percent of private sector employers judged study abroad to be a significant plus for college graduates (Scheetz 1990).

To begin answering these questions in the last years of the 20th century, the Office of Research designed and commissioned an indepth case study of eight major U.S.-based international corporations employing over 400,000 people worldwide (100,000 outside the United States). In a similar small group case study, Fixman (1990) used nine corporations, but of different sizes, and focused wholly on foreign language issues.

The eight corporations in our case study were selected to reflect diverse industries: commercial banking, investment banking, electronics manufacturing, aircraft manufacturing, petroleum and petrochemicals production, agriculture and agricultural commodities, personal products manufacturing, and telecommunications. The individuals interviewed at the corporations held titles such as director of human resources, director of international personnel, or chief college recruiting officer. Individuals in these positions tend to know more about what really happens in recruitment, training, and utilization of employees than those in more senior managerial roles.

Conclusions

The following conclusions from this study should be regarded as hypotheses since the sample of employers was small. The findings represent the state of recruitment and utilization at only these eight firms and cannot be generalized to U.S. private sector employers as a whole.

- **Expectations for recent college graduates differ significantly by industry, corporate culture, and the nature of the entry-level job.** Banking and telecommunications firms were more likely than others to expect recent college graduates to have a good understanding of international affairs. Those in agriculture and investment banking were most responsive to prospective employees with skills in languages other than English. With the exception of one firm that has adopted a "global perspective" for all its employees, recruitment of engineers and technical workers emphasizes neither international knowledge nor bilingualism.

- **Claims made by prospective employees about their international knowledge or skill in a language other than English are not usually validated in the recruitment process.** Only three of the eight firms required prospective employees who claimed skill in a language other than English to conduct some of their interviews in that language. Only one firm claimed to read college transcripts line-by-line to determine the nature and extent of an applicant's training in international matters.

- **Newly hired U.S. college graduates are not typically involved in international operations or accounts for several years after joining a firm.** This finding is true even of those employees in sales operations, where the use of languages is most frequently required. The telecommunications firm was an exception to this rule. Employers in financial services prefer recruiting foreign nationals attending U.S. universities, training them in the business, and returning them to corporate divisions in their home countries.

- **The international knowledge expected of those responsible for liaison with overseas legal counsel and accountants is not well specified, and U.S. corporations rely heavily on overseas legal and accounting firms to provide "local knowledge."** The principal U.S.-based liaison officers are senior managers, who are expected to acquire a broad understanding—including cultural, political, economic, legal, and regulatory matters—of the countries in which they are responsible for overseeing operations. One respondent clarified the degree of knowledge required by observing that liaison officers "need to know enough to be able to ask the right questions, but foreign contractors will have the answers to both the asked and the unasked questions."

- **While bilingualism is not typically stressed in hiring, U.S. corporations are beginning to value second language proficiency more highly.** Seven of the eight firms maintain personnel data bases that include information about employees' second language skills and training. Five of the eight subsidize foreign language training for any employee who requests it, and all eight provide language and culture training to U.S. citizens (and their families) assigned overseas. How well employees learn second languages in these programs is not well documented; the documentation most often consists of informal assessments provided to supervisors by language instructors.

- **Human resource officers have a mixed view of recent college graduates' abilities to perform effectively in a global economy.** Three of the eight officers elaborated by noting that recent college graduates who are U.S. citizens mistake their knowledge of a country's history or geography for an understanding of how to do business there and have a narrow conception of international affairs. Other respondents indicated, however, that our colleges and universities do a creditable job educating foreign nationals.

- **Recent emphasis on multiculturalism and diversity in college curricula and cultural activities is seen as positive preparation for work in an economy without borders.** Cultural sensitivity and a demonstrable ability to act differently in different countries are qualities that employers are recognizing as extremely valuable in their international—as well as domestic—operations. They need and want employees who can do it, not merely talk about it. At the same time, though, these aspects of undergraduate education are regarded as secondary to the technical knowledge necessary to perform in specific corporate roles (e.g., engineer, account manager, computer systems manager).

Message to Students and Colleges

The eight employers may not be representative, but enough of them urged students to acquire second language skills, particularly in less-commonly-taught languages of Russian, Chinese, and Japanese, to warrant notice. Students should also seek multicultural knowledge and experiences; they will be more productive workers as a result.

As for college curriculum, the most notable view is that international study should not be considered a separate specialization as much as a component of academic and occupational training programs. "Internationalizing the curriculum," a rallying cry of campus and organization leaders fully invested in realizing the vision of the 1979 President's Commission, may have much to recommend it in the global economy.

References

Brod, R., and M. Lapointe. 1989. "The MLA Survey of Foreign Language Entrance and Degree Requirements, 1987–89." *Association of Departments of Foreign Languages Bulletin* 20: 17–23.

Draper, J.P. 1991. *Foreign Language Enrollments in Public Secondary Schools, Fall 1989 and Fall 1990.* Yonkers, N.Y.: American Council on the Teaching of Foreign Languages.

Ebuchi, K., ed. 1989. *Foreign Students and Internationalization of Higher Education.* Hiroshima, Japan: Hiroshima University.

Fixman, C.S. 1990. "The Foreign Language Needs of U.S.-Based Corporations." *Annals of the American Academy of Political and Social Science* 511: 25–46.

Hayden, S.L., and L.W. Koepplin. 1980. "International Business, Foreign Languages and International Studies: Analysis of Relationships and Recommendations." In *President's Commission on Foreign Language and International Studies: Background Papers and Studies.* Washington, D.C.: U.S. Government Printing Office.

Inman, M. 1980. "Foreign Languages and the U.S. Multinational Corporation." In *President's Commission on Foreign Language and International Studies: Background Papers and Studies.* Washington, D.C.: U.S. Government Printing Office.

Lambert, R. 1989. *International Studies and the Undergraduate.* Washington, DC: American Council on Education.

———. 1990. "Foreign Language Use Among International Business Graduates." *Annals of the American Academy of Political and Social Science* 511: 47–59.

Scheetz, L.P. 1990. *Recruiting Trends 1989–1990: A Study of Businesses, Industries, Governmental Agencies, and Educational Institutions Employing New College Graduates.* East Lansing, Michigan: Michigan State University.

UNESCO. 1989. *UNESCO Statistical Yearbook, 1989.* Paris: UNESCO.

Zikopoulos, M., ed. 1989. *Open Doors, 1988/89: Report on International Educational Exchange.* New York: Institute of International Education.

This research brief was prepared by Clifford Adelman, Senior Research Analyst in the Office of Research. Special thanks are due to Alison Reeve of Pelavin Associates who conducted the corporate interviews and prepared the report from those interviews on which the bulk of this brief is based.

OR 94–3215
July 1994

EDI/OERI 93-4

This **Research Report** is produced by the Office of Research, Office of Educational Research and Improvement (OERI) of the U. S. Department of Education.

Richard W. Riley, Secretary of Education

Sharon P. Robinson, Assistant Secretary, OERI

Joseph C. Conaty, Acting Director, OR

Table 7.9 Percentages of MBTI types in samples of managers

	ISTJ		ISFJ		INFJ		INTJ	
	Number	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*
A	83	26.27	7	2.22	1	0.32	10	3.16
B	43	28.67	8	5.33	2	1.33	4	2.67
C	128	16.93	29	3.84	8	1.06	37	4.89
D	7	5.93	5	4.24	2	1.69	19	16.10
E	202	23.79	55	6.48	20	2.36	55	6.48
F	23	22.72	2	1.98	0	0.00	9	8.91
G	584	15.88	225	6.12	99	2.69	198	5.38
H	202	23.41	16	1.85	13	1.51	99	11.47
I	8	5.76	5	3.60	3	2.16	11	7.91
	ISTP		**ISFP**		**INFP**		**INTP**	
	Number	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*
A	4	1.27	1	0.32	0	0.00	5	1.58
B	10	6.67	3	2.00	0	0.00	1	0.67
C	29	3.84	16	2.12	21	2.78	25	3.31
D	1	0.85	2	1.69	0	0.00	3	2.54
E	37	4.36	10	1.18	26	3.06	25	2.94
F	3	2.97	2	1.98	1	0.10	3	2.97
G	112	3.05	103	2.80	158	4.30	149	4.05
H	36	4.17	3	0.35	21	2.43	56	6.49
I	3	2.16	1	0.72	6	4.32	12	8.63
	ESTP		**ESFP**		**ENFP**		**ENTP**	
	Number	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*
A	8	2.53	3	0.95	1	0.32	5	1.58
B	11	7.33	6	4.00	3	2.00	3	2.00
C	32	4.23	15	1.98	28	3.70	50	6.61
D	10	8.47	7	5.93	5	4.24	3	2.54
E	33	3.89	10	1.18	25	2.94	36	4.24
F	4	3.96	0	0.00	5	4.95	7	6.93
G	108	2.94	113	3.07	237	6.44	181	4.92
H	29	3.36	11	1.27	22	2.55	45	5.21
I	5	3.60	0	0.00	22	15.83	12	8.63
	ESTJ		**ESFJ**		**ENFJ**		**ENTJ**	
	Number	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*
A	147	46.52	8	2.53	1	0.32	32	10.13
B	42	28.00	6	4.00	0	0.00	8	5.33
C	193	25.53	50	6.61	22	2.91	73	9.66
D	25	21.19	6	5.08	4	3.39	19	16.10
E	176	20.73	50	5.89	14	1.65	75	8.83
F	27	26.73	0	0.00	2	1.98	13	12.87
G	645	17.54	242	6.58	151	4.11	373	10.14
H	172	19.93	23	2.67	10	1.16	105	12.17
I	13	9.35	6	4.32	8	5.76	24	17.27

Notes: Samples are described in Appendix B. Managers in the samples are described as: A, Retail store managers (Gaster, 1982); B, Managers of small businesses (Hoy and Hellriegel, 1982); C, Bank and financial managers (MBTI data bank); D, Chief executives of large Japanese companies (Ohsawa, 1981); E, English managers of small businesses (Margerison & Lewis, 1981); F, Executives in a regional telephone company (Dietl, 1981); G, Managers and Administrators (MBTI data bank); H, Male participants in Center for Creative Leadership Program (Van Velsor, 1983); I, Female participants in Center for Creative Leadership program (Van Velsor, 1983).